Journey to Learning

PASSPORT

FOR AT HOME LEARNING

5th Grade

Student's Name: _____

School: _____

Teacher: _____

Dear Richland One Families,

Thank you for your support, patience, and flexibility during what has proven to be a time marked with immense uncertainty. You truly are what makes our school district R1Strong!

In this packet, you will find learning activities for your child. In the "Everyday Learning" section, you will find learning activities that students should complete each school day. These include activities such as reading daily, writing about what was read, and practicing math fluency. Activities in the "Daily Learning Assignments" section are labeled by the day number. **Day 1 refers to Tuesday, March 31**. Your child's teachers may contact you regarding additional assignments. In that case, the teachers' assignments should be completed first, and the assignments in this packet should be completed as time permits.

Students should be able to complete some of the assignments independently; however , there will be some assignments that require your support. While we expect students to work hard each day, they may or may not complete all of the listed assignments. Children may return to a previous day's work to complete any missed assignments, or move ahead if they have completed assignments quickly. To allow for all students to work at their own pace, we have planned for more assignments than are needed at this time. Furthermore, if your child qualifies for accommodations through either an IEP or 504, please connect with the teacher or other service provider to ensure accommodations are provided.

In the coming days, additional learning activities will be posted to the Richland One website (www.richlandone.org) as well as on our Richland One Television Channel (ROTV). You may contact your child's teachers for assistance using the already established communication protocol. Additionally, teachers will continue to provide office hours daily from 9:30 a.m. – 11:00 a.m. and 1:00 p.m. – 2:30 p.m.

In closing, while we have tried to provide academic activities to reinforce prior learning and to ensure your child continues to learn, what is most important during this difficult time is that you and your child have positive experiences together. As you take care of yourself and your family, we wish you the very best health and look forward to the time normal schedules resume and your child will be back with us.

Office of Elementary Education
Division of Teaching and Learning

Everyday Learning Activities

Your child should complete the following activities each school day.

English Language Arts	Math
Read for 30 minutes each day. Students may choose to read a book, magazine, newspaper, recipe, and any other reading material. Record your reading on the provided reading log for the Superintendent's Book Club.	Practice your multiplication facts. You can use cut up paper or index cards to study facts daily.
Parents, choose two (2) questions from the Questions to Ask About Reading pages (located later in the packet) to ask your child during and/or after they have read each day. They can answer orally or written. Write about what you have read by choosing one of the included questions (see Questions to Ask About Reading) in a journal.	Complete daily Problem of the Day (located later in the packet).
Select 1-2 affixes from the Prefix-Suffix-Root List (located later in the packet). Create word lists using the chosen affixes. Record the word lists in a journal. Use the words in your writing when appropriate.	Write your own math problem about the skill you are working on.
Complete Lexia Core 5 lessons if you access to a device and the internet.	Complete Dreambox assignments, if you have access to a device and the internet.

Questions to Ask About Reading—Fiction/Literary

Parents, **choose two (2) questions** to ask your child during and/or after they have read each day. They can answer orally or written.

Students, **choose one question** below to answer in writing about your reading.

Meaning and Context

Characters

- How does conflict cause characters to change in order to move towards resolution? How does the character resolve the conflict? (RL8)
- What is keeping the character working towards resolution? What is motivating the character? (RL8)

Setting

- How does the setting impact the plot (the big events and the problem-solution)? (RL8)

Plot

- Analyze how two or more characters, events, or settings impact the plot. (RL8)
- Explain how the character's actions contribute to the development of the plot. (RL8)
- What problem is the character facing and how does the character react to the problem? (RL8)

Theme

- Analyze how the theme was developed across the text (beginning, middle and end)? (RL6)
- What key details support the development of the theme? (RL6)

Remember, the theme is the life lesson the story is teaching.

Language, Craft and Structure

Author's Craft

- How did the author use words, phrases, and conventions to shape meaning (i.e., rhythm, repetition, simile, metaphor, onomatopoeia, alliteration, idioms, personification)? (RL9)
- How does the author use words and phrases to create mood? (RL9)
- How does the author use words and phrases to emphasize aspects of a character or setting? (RL9)

Author's Purpose/Perspective

- Why did the author write this story? Was it to entertain, to inform, to persuade? Explain your answer. (RL11)
- Whose point of view am I hearing? (1st or 3rd person) Explain your answer. (RL1)
- Compare and contrast the reader's point of view to that of the narrator or character. (RL11)

Questions to Ask About Reading—Nonfiction/Informational

Parents, **choose two (2) questions** to ask your child during and/or after they have read each day. They can answer orally or written.

Students, **choose one question** below to answer in writing about your reading.

<table>
<tr><th colspan="2">Meaning and Context</th></tr>
<tr><td>Predictions/Inferences
What predictions can you make? Cite text evidence to support your answer. (RI5)
What inferences can you make? Cite text evidence to support your answer. (RI5)</td><td>Central or Main Idea/Key Details
Summarize a text with two or more central ideas. Cite key supporting details. (RI6)
What is this text mostly about? (RI6)</td></tr>
<tr><th colspan="2">Language, Craft and Structure</th></tr>
<tr><td>Author's Craft/Text Features
Analyze how the author uses words, phrases, illustrations, and photographs to shape and clarify meaning? (RI9)
How did the author use text features (appendices, timelines, maps, charts, index, headings, bullets, and captions) to shape meaning or solve a problem? (RI8)</td><td>Author's Purpose/Perspective
What is the author's purpose (to inform, explain, or describe)? (RI10)
How is one's own perspective different from the author? (RI10)</td></tr>
<tr><td>Text Structure
What text structure did the author use and how does it contribute to meaning? (RI11)
Sequential order
Cause and effect
Compare and contrast
Problem-Solution
Question-Answer
How did the author use reasons and evidence to support particular points? (RI11)</td><td></td></tr>
</table>

5TH GRADE PREFIX-SUFFIX-ROOT LIST

(Generally, prefixes and suffixes change the meanings of roots, but it is usually the suffix that denotes the part of speech.)

Affixes are added to the beginning or end of a word to create a new word with a new meaning.

Prefix	*Suffix*	*Root*	*Definition*	*Examples*	*Origin*
semi-			half	semicircle, semicolon	Latin
super-			above/ on top of/ beyond	superfine, superhuman, supersonic	Latin
multi-			many/ much	multicolor, multifamily	Latin
poly-			many/ much	polygon, polysyllable	Greek
tele-			distant/far	Television, telephone	Greek
mis-			bad or badly/ wrong or wrongly	misbehave, misread, misspell	Latin
inter-			between	intercept, interview, interstate	Latin
mid-			middle	midnight, midweek	Anglo-Saxon
sub-			under, beneath, below/ secondary	subway, subsoil, substitute	Latin
deca- *deci-*			ten	decathlon, decade, decimal, decimeter	Latin/ Greek
kilo-			1,000	kilogram, kilowatt	Greek
milli- *mille-*			1,000	millennium, millimeter	Latin
centi-			100	centimeter, centipede	Latin
	-able, -ible		can be done	enjoyable, sensible, likable	Latin
	-ian, -an		one having a certain skill/ relating to/ belonging to	electrician, magician, American, suburban	Latin
	-ship		condition of/ skill	championship, friendship, hardship, leadership	Anglo-Saxon
	-ist		one who does a specific action	artist, tourist	Latin/ Greek
	-logy, -ology		science of/ study of	biology, chronology	Greek
	-ism		act/ belief/ practice of	patriotism, idealism, absenteeism,	Latin/ Greek

	-ence, -ance		act/ condition of	persistence, excellence, assistance, importance	Latin
	-ess		feminine	actress, lioness	Latin/ Greek
		max(i)	great	maximum, maximize	Latin
		meter, metr	measure	diameter, odometer, metric, perimeter	Greek
		photo	light	photograph, telephoto, photocopy	Greek
		port	to carry	portable, transport	Latin
		phobia, phobic, phobe	irrational fear or hatred/ one who fears/ hates	aquaphobia, claustrophobic technophobe	Greek
		rupt	break/ burst	bankrupt, rupture, disruptive	Latin
		scrib, script	to write	describe, manuscript	Latin
		gram, graph	written/ drawn	autograph, paragraph, telegram	Greek
		dict	to say/ tell	diction, dictator	Latin
		ject	to throw	inject, objection	Latin
		spect, spec	to see/ watch/ observe	prospect, respect, specimen	Latin

Date	Book Title	Author	# of pages read

Continue your Reading Log on another sheet.

Traveling through the World Wide Web...

Use the resources below to access books or for <u>additional practice</u>
if a device and internet is available.

BookFLIX

RICHLAND LIBRARY
access freely.®

BrainPOP jr.

Raz-Kids

epic!

LEXIA READING CORE5

Storyline Online

Khan Academy

ReadWorks®

dreambox® LEARNING

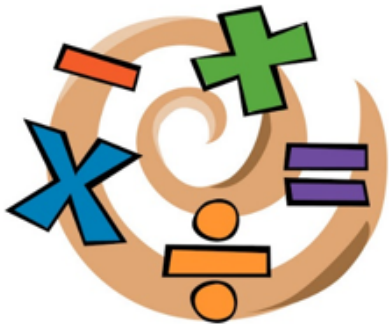
Flocabulary

newsela

Contact your teacher if you do not have login information for any of the above resources.

RICHLAND ONE
ENGAGE • EDUCATE • EMPOWER

Problems of the Day



Please complete the appropriate problem of the day.

Day 1 — 5.NSBT.6

Which of the following is equal to 520 ÷ 5?

A. (500 ÷ 5) - (20 ÷ 5)
B. (500 ÷ 5) + (200 ÷ 5)
C. (500 ÷ 5) + (20 ÷ 5)
D. (500 ÷ 5) - (200 ÷ 5)

Explain how you know using words, pictures, and/or numbers.

Day 2 — 5.NSF.5

What is the sum of the fractions below?

$$\frac{4}{6} + \frac{2}{3}$$

Explain how you know using words, pictures, and/or numbers.

Day 3 — 5.ATO.4

Solve:

$88 - (36 + 24) \div 12$

Explain how you know using words, pictures, and/or numbers.

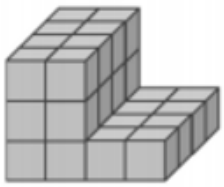
Day 4 — 5.G.4

Give 4 characteristics about quadrilaterals..

Explain how you know using words, pictures, and/or numbers.

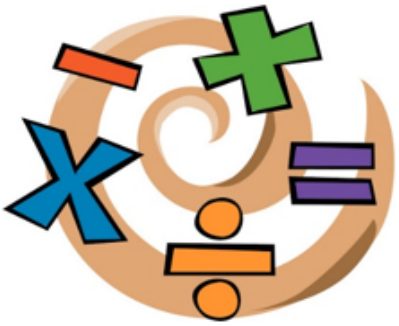
Day 5 — 4.MDA.3

John was finding the volume of this figure. He decided to break it apart into two separate rectangular prisms. Which expression could he use to find the volume of this figure?



Explain how you know using words, pictures, and/or numbers.

Problems of the Day



Please complete the appropriate problem of the day.

Day 6 — 4.NSBT.2

A newspaper company sold 23,179,91<u>2</u> newspapers in one month.

What is the value of the underlined digit?

A. 2 Hundreds
B. 3 Thousands
C. 2 Tenths
D. 3 ones

Explain how you know using words, pictures, and/or numbers.

Day 7 — 5.NSF.2

Lisa used $\frac{3}{4}$ yard of black fabric to cover a bench. She used $\frac{2}{5}$ yard of white fabric. How much fabric did she use all altogether?

Explain how you know using words, pictures, and/or numbers.

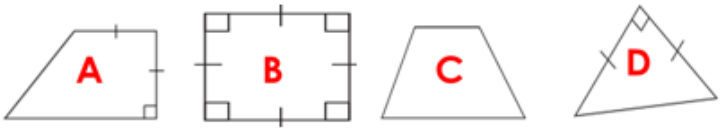
Day 8 — 4.ATO.2

Calculate: $85 \times 10^2 =$ ____

Explain how you know using words, pictures, and/or numbers.

Day 9 — 5.G.2

Which shape has 4 sides and 2 sets of parallel sides?



Explain how you know using words, pictures, and/or numbers.

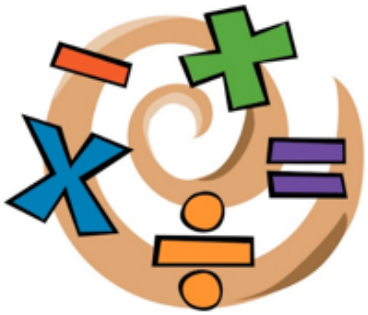
Day 10 — 5.MDA.1

Tony bought a 2-liter bottle of soda for his guests. How many milliliters of soda did Tony buy?

A. 2,000
B. 200
C. 1,000
D. 100

Explain how you know using words, pictures, and/or numbers.

Problems of the Day



Please complete the appropriate problem of the day.

Day 11 — 5.NSBT.1

The chart below tells the lengths of six different rivers from around the world. Use the lengths to complete the activities below the chart.

Name of river	Nile	Columbia	Mekong	Danube	Volga	Amazon
Length in miles	4,132 miles	1,450 miles	2,705 miles	1,795 miles	3,645 miles	3,976 miles

Which length below has a 6 that is 100 times greater than the 6 in the Amazon's River length?

A. 26,175 miles
B. 9,602 miles
C. 64,582 miles
D. 6,419 miles \

Explain how you know using words, pictures, and/or numbers.

Day 12 — 5.NSF.1

Subtract:

$$\frac{3}{4} - \frac{1}{2}$$

Explain how you know using words, pictures, and/or numbers.

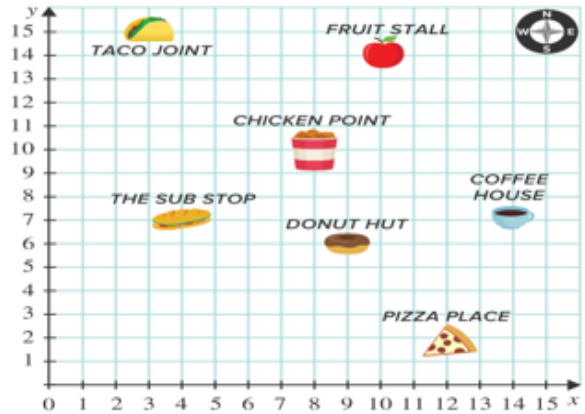
Day 13 — 5.NSBT.2

Calculate: $75.8 \div 10^2$

Explain how you know using words, pictures, and/or numbers.

Day 14 — 5.G.1

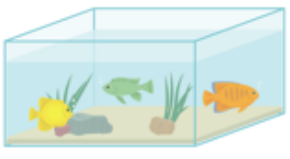
Describe a path to get from the donut hut to the coffee shop.



Explain how you know using words, pictures, and/or numbers.

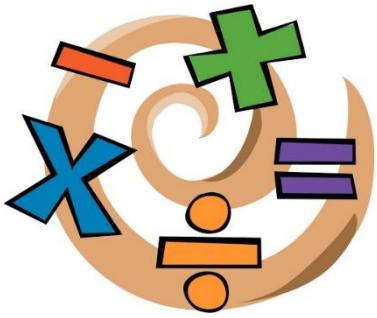
Day 15 — 5.MDA.6

The pet store is filling up the fish tank with water. The tank is 24 inches long. The width is one third of the length. The tank is 10 inches high. ***How much water can the tank hold when it is completely full?***



Explain how you know using words, pictures, and/or numbers.

Problems of the Day



Please complete the appropriate problem of the day.

Day 16 — 5.NSBT.5

Each day the gumball machine in the mall sells 843 gum balls. How many gum balls would they have sold after 777 days?

Explain how you know using words, pictures, and/or numbers.

Day 17 — 5.NSF.4

Solve this equation: $\frac{3}{4} \times \frac{1}{2} =$

Explain how you know using words, pictures, and/or numbers.

Day 18 — 5.ATO.1

Calculate the following:

4+8+(80÷8-4)

Explain how you know using words, pictures, and/or numbers.

Day 19 — 5.G.3

List 4 examples of real-world quadrilaterals that you found in your home.

1. _____
2. _____
3. _____
4. _____

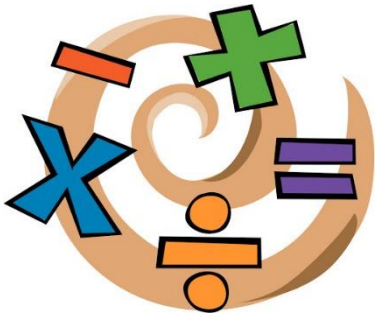
Explain how you know using words, pictures, and/or numbers.

Day 20 — 5.MDA.3

Candace bought 8 pounds of strawberries. How many ounces of strawberries did she buy?

Explain how you know using words, pictures, and/or numbers.

Problems of the Day



Please complete the appropriate problem of the day.

Day 21 — 5.NSBT.1

The digit 5 appears twice in this picture.

7,551

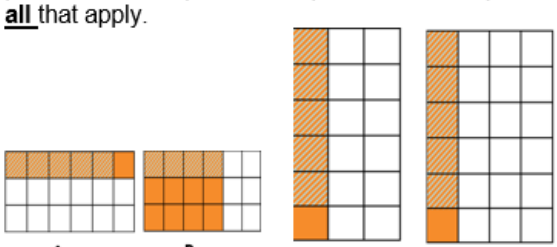
Describe the relationship between the underlined digit 5 and the circled digit 5.

Explain how you know using words, pictures, and/or numbers.

Day 22 — 5.NSF.4

Look at this equation: $\frac{5}{6} \times \frac{1}{3} = \frac{5}{18}$

Determine whether each whole represents the equation. *NOTE:* The portion of each whole with a diagonal pattern should represent the product of the equation. **Select all** that apply.



Explain how you know using words, pictures, and/or numbers.

Day 23 — 5.ATO.1

Calculate the following.

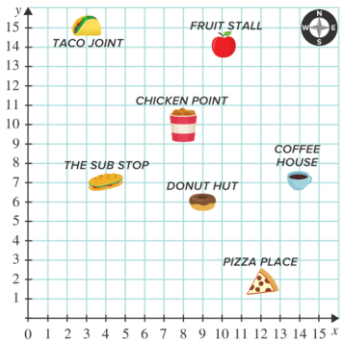
$85 \times 10^2 =$ _____

A. 850
B. 85,000
C. 850
D. 8,500

Explain how you know using words, pictures, and/or numbers.

Day 24 — 5.G.2

Joey drew this map of his neighborhood:

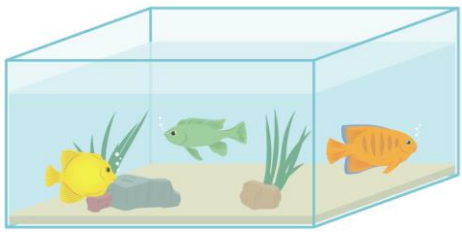


Describe a [illegible] to get from the sub shop to Chicken Point.

Explain how you know using words, pictures, and/or numbers.

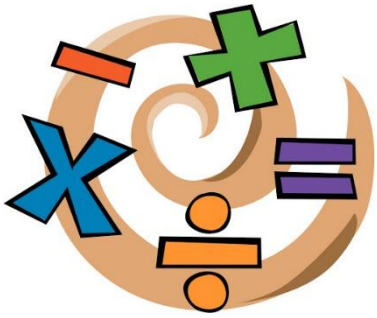
Day 25 — 5.MDA.3

The pet store is filling up the fish tank with water. The tank is 24 inches long. The width is one third of the length. The tank is 10 inches high. How much water can the tank hold when it is completely full?



Exp[illegible]s, pictures, and/or numbers

Problems of the Day



Please complete the appropriate problem of the day.

Day 26 — 5.NSBT.6

Which expressions are equivalent to 647×39?

A $6(30 + 9) + 4(30 + 9) + 7(30 + 9)$

B $600(30 + 9) + 40(30 + 9) + 7(30 + 9)$

C $(647 \times 3) + (647 \times 9)$

D $(600 \times 30) + (600 \times 9) + (40 \times 30) + (40 \times 9) + (7 \times 30) + (7 \times 9)$

E $(6 \times 30) + (6 \times 9) + (4 \times 30) + (4 \times 9) + (7 \times 30) + (7 \times 9)$

Explain how you know using words, pictures, and/or numbers.

Day 27 — 5.NSF.1

Four friends ordered one large pizza. Hal ate $\frac{4}{12}$ of the pizza. Karl ate $\frac{1}{12}$ of the pizza. Jacob ate $\frac{2}{12}$ of the pizza and Ron ate $\frac{2}{12}$ of the pizza. How much pizza is left for the last friend, Tom?

Explain how you know using words, pictures, and/or numbers.

Day 28 — 5.ATO.1

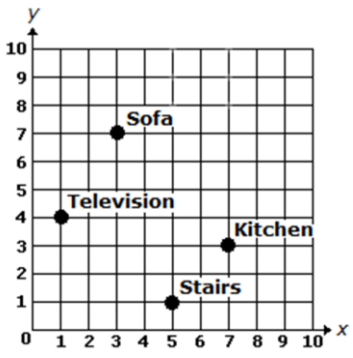
Solve:

$$97 - (36 + 14) \div 2$$

Explain how you know using words, pictures, and/or numbers.

Day 29 — 5.G.2

The graph below shows areas of Betty's apartment.



What is located at (7, 3)?

Explain how you know using words, pictures, and/or numbers.

Day 30 — 5.MDA.1

Tara is making a new blanket for her bed. She used 7 yards of fabric. How many feet of fabric did she use?

Explain how you know using words, pictures, and/or numbers

Day 1

ELA	Math
I can:	
✓ I can analyze how the author's choice of words create the mood of a setting. ✓ I can use comparisons to determine the meaning of unfamiliar words. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can identify an angle of a triangle as right, acute, or obtuse. ✓ I can determine whether sides of a triangle have the same length. ✓ I can use angles and sides to classify a triangle.
Assignment Checklists:	
❑ Read the passage and answer the questions. ❑ Complete word study activity. ❑ Read for 30 minutes and write a response.	❑ Complete Day 1: Problem of the Day. ❑ Complete Day 1: Apply & Practice – Classify Triangles.

Graduation Party

by Kelly Hashway

Chris hauled the last folding chair up from the basement. He set it out on the deck and poured himself a glass of lemonade from the pitcher on the card table.

"Christopher, that's for the party," his mother said.

"But I'm thirsty."

"Then get yourself a drink from the refrigerator. And when you're done, your father needs help setting up the volleyball net."

"Why isn't Kurt helping?" Chris asked. "It's his party. Why am I stuck doing all the work while he's out with his friends."

The phone rang and Mom ran inside muttering. "That better not be the caterers with another problem. That food was supposed to be delivered an hour ago."

Chris poured himself another glass of lemonade, figuring his mom was too preoccupied to notice.

"Chris!" Dad yelled from the backyard. "I need a hand with this net."

"Coming!" Chris tossed his cup in the garbage and headed down the steps to the backyard. Kurt's Mustang pulled into the driveway. Chris turned and glared at his brother.

"Hey, Chris," Kurt said.

"The caterers are on their way," Chris's mom said, practically running down the deck stairs. "I think we'll set up the gift table next to the refreshments. Chris could you get another card table from the basement?"

"After he helps me with this net," Dad said.

"I'm going take a shower before the party," Kurt said, heading inside.

Unbelievable, Chris thought. I'm doing all the work and he's going to shower?

Chris helped his father with the volleyball net and then searched the basement for another table. He spotted one behind some boxes in the space under the stairs. He tried to push them aside but they were too heavy.

"I'll get it," Kurt said, coming up behind him.

"It's about time you did something."

"What's that about?" Kurt asked, looking hurt.

"This is your party. But I've been doing everything. And people are going to give you presents and money. What do I get? Nothing. I wasted my whole day setting up while you hung out with your friends."

"You thought I was hanging out with my friends?"

"Weren't you?"

"No. I was working. I had to get a job to help pay for college. I've been mopping floors at the supermarket since five o'clock this morning."

"Oh," Chris said. Suddenly carrying a few tables and chairs didn't seem so bad. "There's still an hour until the party starts. You should relax. Take a nap or something."

"You don't mind helping with the set up while I nap?" Kurt asked.

"No." Chris smiled. "Happy graduation."

How do you think the plot would have been different if Chris didn't know that Kurt was working?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Graduation Party

by Kelly Hashway

1. When does this story mostly take place?

   a. at Chris and Kurt's house
   b. at a park near Chris and Kurt's house
   c. shortly before Chris' graduation party
   d. shortly before Kurt's graduation party

2. Why was Chris upset with Kurt?

_____

_____

_____

3. Where was Chris' brother Kurt during the day, and what was he doing?

_____

_____

4. Which job **didn't** Chris' family have to do to prepare for the party?

   a. cook food for the party
   b. bring tables and chairs from the basement
   c. put up a volleyball net
   d. make lemonade for the party

5. If Kurt left the supermarket at 1:00 pm, how many hours was he working? _____

6. Place the events in order. Write 1st, 2nd, 3rd, 4th.

_____ The phone rang and Mom answered it.

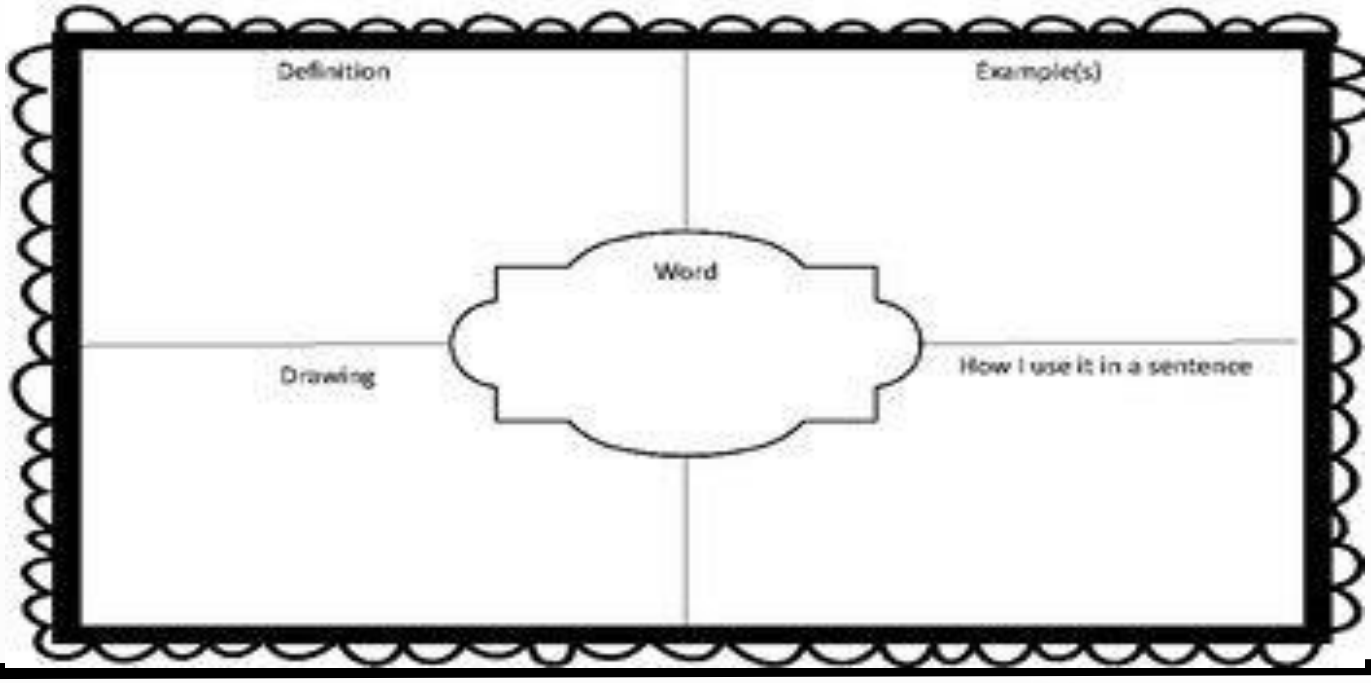
_____ Chris brought up the folding chairs from the basement.

_____ Kurt left home to go to the supermarket.

_____ Kurt takes a nap.

Word Study: Frayer Model

Use the Frayer Model to study the word: preoccupied from the text.



Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Math Day 1

Think and Grow: Classify Triangles

Key Idea Triangles can be classified by their sides.

An **equilateral triangle** has three sides with the same length.

An **isosceles triangle** has two sides with the same length.

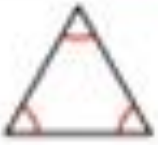
A **scalene triangle** has no sides with the same length.

Key Idea Triangles can be classified by their angles.

An **acute triangle** has three acute angles.

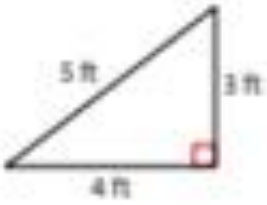
An **obtuse triangle** has one obtuse angle.

A **right triangle** has one right angle.



An **equiangular triangle** has three angles with the same measure.

Example Classify the triangle by its angles and its sides.



The triangle has one _____ angle

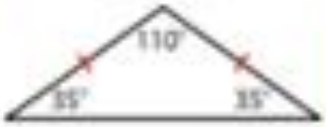
and _____ sides with the same length.

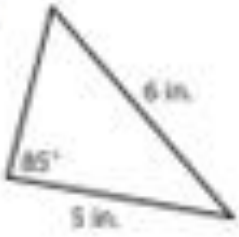
So, it is a _____ _____ triangle.

Show and Grow *I can do it!*

Classify the triangle by its angles and its sides.

1. 

2. 

3. 

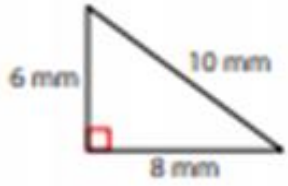
Day 1: Apply & Practice

Name _____

Apply and Grow: Practice

Classify the triangle by its angles and its sides.

4.



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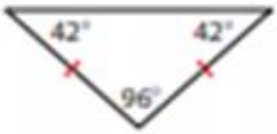

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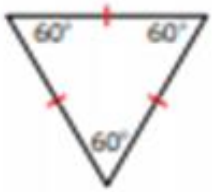

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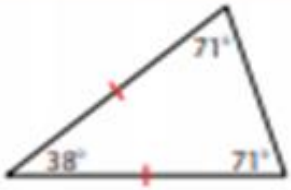
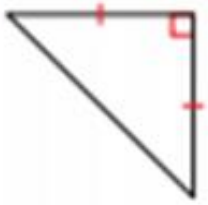


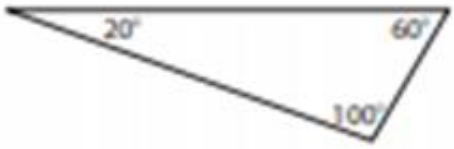
8.

9.

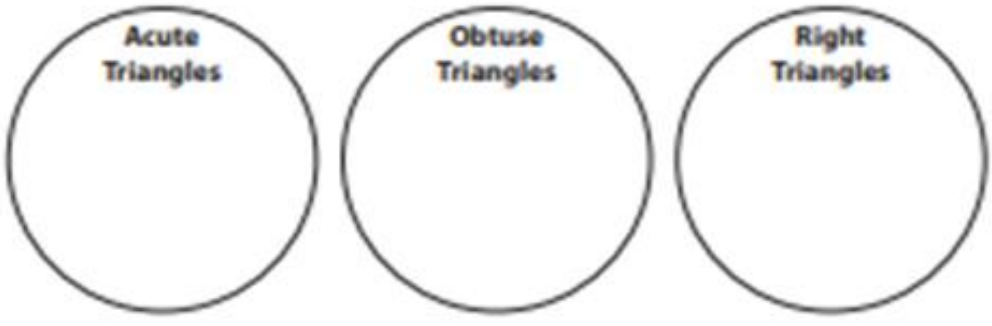


10. A triangular sign has a 40° angle, a 55° angle, and an 85° angle. None of its sides have the same length. Classify the triangle by its angles and its sides.

11. **YOU BE THE TEACHER** Your friend says the triangle is an acute triangle because it has two acute angles. Is your friend correct? Explain.



12. **DIG DEEPER!** Draw one triangle for each category. Which is the appropriate category for an equiangular triangle? Explain your reasoning.



Day 2

ELA	Math
I can:	
✓ I can analyze how the author's choice of words create the mood of a setting. ✓ I can use the overall meaning of a text or word's position or function to determine the meaning of a word or phrase. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can identify parallel sides and sides with the same length in a quadrilateral. ✓ I can identify right angles in a quadrilateral. ✓ I can use angles and sides to classify a quadrilateral.
Assignment Checklists:	
❑ Read the passage and answer the questions. ❑ Complete word study activity. ❑ Read for 30 minutes and write a response.	❑ Complete Day 2: Problem of the Day. ❑ Complete Day 2: Apply & Practice – Classify Quadrilaterals. ❑ Complete Day 2: Fact Fluency – Area Model Multiplication.

The New Colossus

by Emma Lazarus

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

Name: _____ **Date:** _____

1. Who or what shall stand "at our sea-washed, sunset gates"?

A. a mighty woman with a torch
B. a huddled mass yearning to breathe free
C. a homeless, tempest-tost person
D. an air-bridged harbor

2. What structural elements can be found in the poem?

A. stanzas and rhythm
B. rhyme and rhythm
C. rhyme and stanzas
D. rhyme and parentheses

3. The Mother of Exiles stands near an entrance.

What lines from the poem support this conclusion?

A. lines 1 and 2
B. lines 3 and 14
C. lines 5 and 8
D. lines 9 and 12

4. What is the attitude of the Mother of Exiles toward poor people around the world?

A. silly and childish
B. kind and welcoming
C. strict and businesslike
D. impatient and unfriendly

5. What is the theme of the poem?

A. There is a place in the world where people who need shelter can find it.
B. Homelessness is a serious problem in Greece, and more should be done to address it.
C. Ancient lands are full of people who enjoy visiting different countries around the world.
D. Greek giants are more powerful than mighty women with torches of lightning.

6. Read these lines from the poem:

. . . From her beacon-hand

Glows world-wide welcome; her mild eyes command

The air-bridged harbor that twin cities frame.

What words here show that the Mother of Exiles is both gentle and powerful?

A. "mild" and "command"
B. "air" and "bridged"
C. "harbor" and "cities"
D. "twin" and "frame"

7. Read these lines from the poem:

"Keep, ancient lands, your storied pomp!" cries she

With silent lips. "Give me your tired, your poor,

Your huddled masses yearning to breathe free,

The wretched refuse of your teeming shore.

Send these, the homeless, tempest-tost to me,

I lift my lamp beside the golden door!"

Whom or what is the Mother of Exiles addressing in these lines?

A. "ancient lands" (line 9)
B. "storied pomp" (line 9)
C. "huddled masses" (line 11)
D. "wretched refuse" (line 12)

8. What does the Mother of Exiles ask be sent to her?

9. What information in the poem supports the description of the Mother of Exiles as "mighty"?

10. One meaning of "colossus" is "a statue of great size." Whom or what in this poem does the title refer to? Support your answer with evidence from the text.

Word Study: Context Clues

Use cause and effect relationships to determine the meaning of the unknown word.

1. John was **anxious** about moving to another state because he was nervous about living in a new place.
2. Her face **wrinkled** as she laughed, so that her cheeks scrunched up and lines appeared at the corners of her eyes.
3. Grandfather said that the code was a **triumph** because each message was sent and received with success.
4. Because autumn arrived, the leaves of the trees began to **wither**.
5. We **repeated** the lesson over and over so that it would be easy to remember

Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

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Math Day 2

Think and Grow: Classify Quadrilaterals

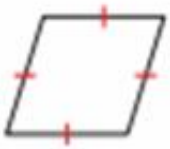
Key Idea Quadrilaterals can be classified by their angles and their sides.

A **trapezoid** is a quadrilateral that has exactly one pair of parallel sides.

A **parallelogram** is a quadrilateral that has two pairs of parallel sides. Opposite sides have the same length.

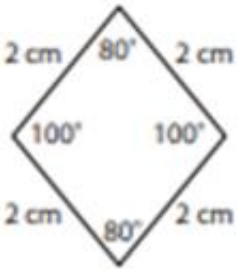
A **rectangle** is a parallelogram that has four right angles.

A **rhombus** is a parallelogram that has four sides with the same length.



A **square** is a parallelogram that has four right angles and four sides with the same length.

Example Classify the quadrilateral in as many ways as possible.



The quadrilateral has _____ right angles,

_____ pairs of parallel sides, and

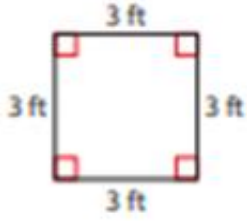
_____ sides with the same length.

So, it is a _____ and a _____.

Show and Grow *I can do it!*

Classify the quadrilateral in as many ways as possible.

1.



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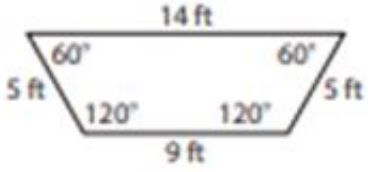


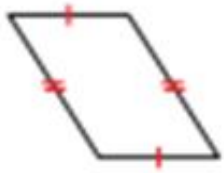
Day 2: Apply & Practice

Name _____

Apply and Grow: Practice

Classify the quadrilateral in as many ways as possible.

3.



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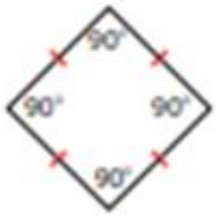

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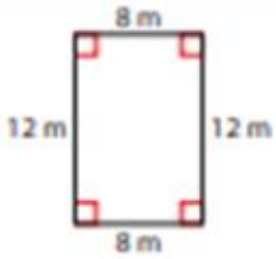

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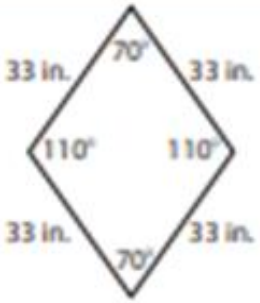

7. A sign has the shape of a quadrilateral that has two pairs of parallel sides, four sides with the same length, and no right angles.

8. A tabletop has the shape of a quadrilateral with exactly one pair of parallel sides.

9. **YOU BE THE TEACHER** Your friend says that a quadrilateral with at least two right angles must be a parallelogram. Is your friend correct? Explain.

10. **Which One Doesn't Belong?** Which set of lengths *cannot* be the side lengths of a parallelogram?

4 m, 2 m, 4 m, 2 m

5 in., 5 in., 5 in., 5 in.

7 ft, 8 ft, 8 ft, 7 ft

9 yd, 5 yd, 5 yd, 3 yd

Day 2: Fact Fluency

1. Break apart (expanded form) [132 = 100+30+2].
2. Draw a box and split it into 6.
3. Write the first expanded number on top and write the second number expanded vertically on the left.
4. Find each product in the aligned box.
5. Add all partial products.

Name _____

Date _____

1. 132 x 21

	100	30	2
20	2000	600	40
1	100		

2000
600
40
100

+

2,772

2. 243 x 32

	200	40	3
30		1200	
2	400		6

1200
400

+ 6

3. 452 x 25

	400	50	2
20			
5			

+

4. 435 x 34

+

5. 547 x 63

+

6. 384 x 27

+

Day 3

ELA	Math
I can:	
✓ I can use comparison relationships to determine the meaning of the unknown word. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can compare and contrast quadrilaterals in a Venn diagram based on their properties. ✓ I can use a Venn diagram to make statements about the relationships among quadrilaterals.
Assignment Checklists:	
❑ Complete word study activity. ❑ Read for 30 minutes and write a response.	❑ Complete Day 3: Problem of the Day. ❑ Complete Day 3: Apply & Practice – Relate Quadrilaterals. ❑ Complete Day 3: Fact Fluency – Shape Multiplication.

Word Study: Context Clues

Use comparison relationships to determine the meaning of the unknown word.

1. Dermont was f**orlorn** when he first left home for camp, but soon he was hopeful that he would enjoy the summer.
2. Colonists with different religions were treated fairly, unlike in their home countries, where they were often **persecuted**.
3. I wanted my art project to look **remarkable**, not ordinary

Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

_____

_____

_____

_____

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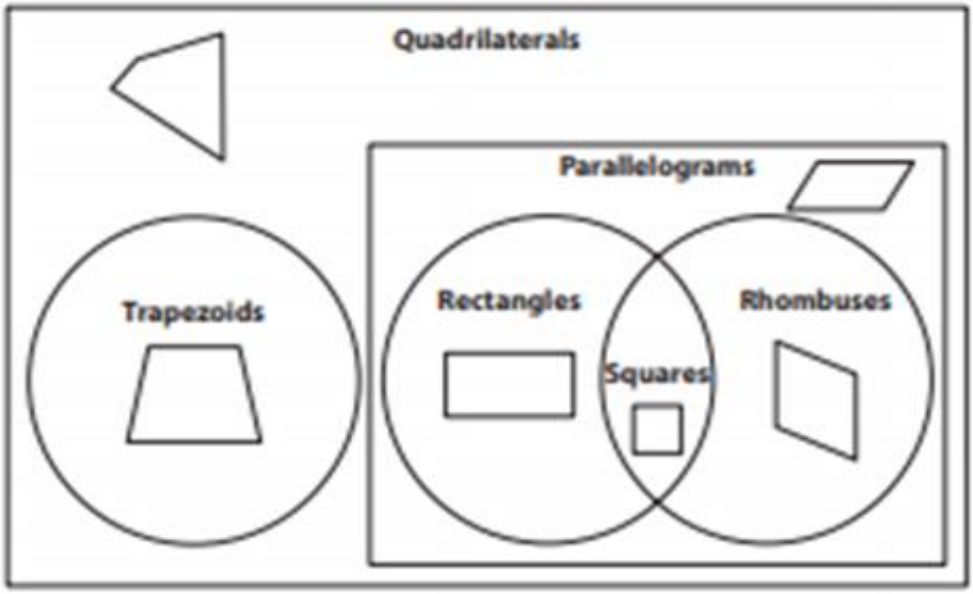
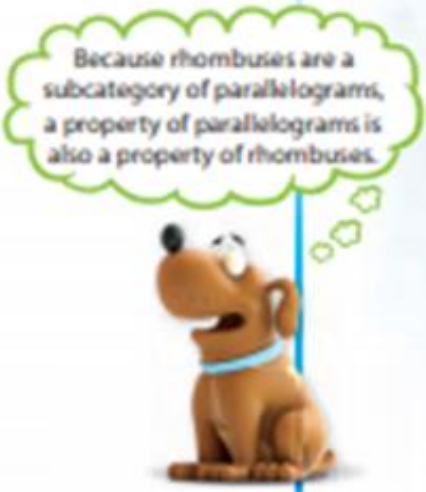
_____

Think and Grow: Relate Quadrilaterals

Key Idea The Venn diagram shows the relationships among quadrilaterals.





Example Tell whether the statement is *true* or *false*.

All rhombuses are rectangles.

Rhombuses do not always have four right angles.

So, the statement is _____.

Example Tell whether the statement is *true* or *false*.

All rectangles are parallelograms.

All rectangles have two pairs of parallel sides.

So, the statement is _____.

Show and Grow *I can do it!*

Tell whether the statement is *true* or *false*. Explain.

1. Some rhombuses are squares.

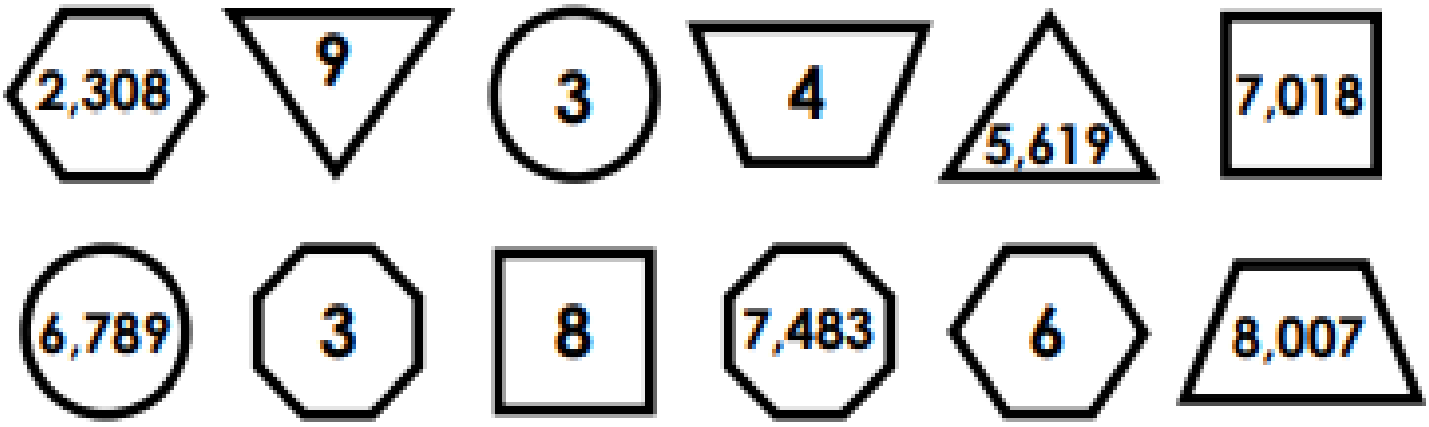
2. All parallelograms are rectangles.

Day 3: Fact Fluency

Name: _____

Multiplying 4-Digit Numbers by 1-Digit Numbers

Shape Multiplication



Find the product of the numbers in the octagons.	Find the product of the numbers in the trapezoids.	Find the product of the numbers in the triangles.
Find the product of the numbers in the hexagons.	Find the product of the numbers in the circles.	Find the product of the numbers in the squares.

Day 4

ELA	Math
I can:	
✓ I can read independently for sustained periods of time to build stamina.	✓ I can describe a two-dimensional figures by its attributes. ✓ I can identify subcategories using two-dimensional attributes.
Assignment Checklists:	
❑ Read for 30 minutes and write a response.	❑ Complete Day 4: Problem of the Day, ❑ Complete Classifying Shapes in Geometry Task.

Adding Affixes

When you add an **affix** to a root word, you create a word with a new meaning. **Prefixes** are word parts added to the beginning of a word. **Suffixes** are word parts added to the end of a word.

Directions: Break down the following words into their word parts. Then write the meaning of the word. The first word is done for you. Use the Prefixes and Suffixes and the Greek and Latin Roots handouts if you need help.

Word	Prefix	Root/Base Word	Suffix	Meaning
1. unthinkable	un-	think	-able	not able to be thought of
2. autobiography				
3. cheerful				
4. multitask				
5. subzero				
6. semicircle				
7. slowly				
8. unresponsive				
9. bicycle				
10. closeness				

Writing about Reading

- Based on the type of text you read, choose one question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

Name: _____ Date: _____

Classifying Shapes in Geometry

Directions: Below is a list of shapes from the unit. Your job is to put the below shapes into the correct boxes below

Square	Right triangle	Hexagon
Pentagon	Trapezoid	Acute triangle
Rectangle	Rhombus	Obtuse triangle
Equilateral triangle	Octagon	Parallelogram

Polygons

Quadrilaterals

Triangles

Other Polygons

Classify Shapes in Geometry Task

Math Day 4

Day 5

ELA	Math
I can:	
✓ I can read and respond according to task and purpose to become self-directed, critical readers and thinkers. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can review math skills and concepts.
Assignment Checklists:	
❑ Complete Ready Test. ❑ Read for 30 minutes and write a response. ❑ Work on Lexia, if internet is available.	❑ Complete Maintaining Math. ❑ Complete Day 5: Problem of the Day. ❑ Finish any incomplete assignments. ❑ Work on Dreambox, if internet is available.

Today you will read the following passage. Read this passage carefully to gather information to answer questions and write an essay.

Excerpt from *Takehito's Tango* by Steven Accardi

❶ The train gained speed and began to pull away from Takehito (tah-kay-HE-toe). His trusty steed's stride faltered from exhaustion after chasing the clanging monster down its tracks. Fearing he wouldn't catch the train, the Japanese cowboy reached for his lasso. The horse huffed. The gap widened. Takehito tossed his rope. Success. The lasso tightened around a spire atop the caboose. Holding his breath, Takehito kicked his boots out from the stirrups and set sailing off his horse and into the air—nearly flying toward the train. But then, just moments before he kicked through the train's back door, he heard a voice.

❷ "And what performance will you present at the talent show, Takehito?"

❸ It was as though his rope had come loose and he had crashed on the track. The young cowboy jerked his head up from his daydream. Takehito's fifth-grade teacher, Mrs. Klein, had spoken and was glaring down at him now. Takehito had been staring out the window from his desk while Mrs. Klein paced up and down the rows of desks to ask each student what talent he or she would perform for the show. The rest of the class and Takehito's teacher were now staring and waiting for his answer.

❹ "Mrs. Klein," Brent interrupted, "is daydreaming a talent?"

❺ Several students giggled. Brent was the most popular boy in the class.

❻ "No, Brent, daydreaming is not a talent, but neither is interrupting your teacher, and you seem to do that as often as Takehito daydreams," Mrs. Klein snapped.

❼ Takehito's face popped beet-red. He didn't know what to say. Luckily for him, the bell rang, signaling the end of the school day. Takehito quickly gathered his books and got up to leave, but Mrs. Klein stopped him.

Grade 5 Practice Test

❽ "Don't even think about having your mother call in sick for you this year. Understood?"

❾ He slowly nodded.

❿ Mrs. Klein stepped aside to let Takehito pass. As he walked out of the classroom, the last cars of the elevated commuter train rushed by the school's windows.

⓫ Mrs. Klein worried about Takehito. Last year, he and his mother emigrated from Japan to Chicago. He had not made friends easily. Some of the students in his old class made fun of the way he looked and the way he spoke. When it came time for the end-of-year talent show, everyone had teamed up with friends, except Takehito. So he pretended to be sick and convinced his mom that he needed to stay home from school that day.

⓬ When Mrs. Klein heard about this from the fourth-grade teacher, she was deeply troubled. She saw the talent show as an opportunity for everyone in the class to learn about each other. Therefore, as his teacher this year, Mrs. Klein was determined to get Takehito to perform in the talent show, knowing that if he did, he would establish some friendships before entering junior high.

1. Part A

What is the meaning of the word **faltered** as it is used in paragraph 1?

Ⓐ became quicker
Ⓑ became louder
Ⓒ became stronger
Ⓓ became weaker

Part B

Which detail from the text best supports the correct answer to Part A?

Ⓐ the train gained speed
Ⓑ his trusty steed's stride
Ⓒ from exhaustion
Ⓓ the clanging monster

2. Part A

On the basis of the story, which of the following is most likely the reason Takehito has had trouble making friends at school?

Ⓐ It is his first day in Mrs. Klein's class.
Ⓑ The other kids think that he is strange.
Ⓒ He thinks that the other kids are strange.
Ⓓ He wanted to be in the talent show alone.

Part B

Which detail from the text best supports the correct answer to Part A?

Ⓐ Takehito's fifth-grade teacher, Mrs. Klein, had spoken
Ⓑ "Is daydreaming a talent?" Several students giggled.
Ⓒ made fun of the way he looked and the way he spoke
Ⓓ an opportunity for everyone in the class to learn

3. Look at the illustration. Which of the following ideas about Takehito does it best help the reader understand?

Ⓐ He is a cowboy.
Ⓑ He is mischievous.
Ⓒ He is angry.
Ⓓ He is embarrassed.

4. Part A

Which three statements describe Takehito?

Ⓐ He often daydreams.
Ⓑ He often interrupts.
Ⓒ He is unpopular.
Ⓓ He draws a lot of attention.
Ⓔ He likes the attention he receives.

Part B

Which three statements describe Brent?

Ⓐ He often daydreams.
Ⓑ He often interrupts.
Ⓒ He is unpopular.
Ⓓ He draws a lot of attention.
Ⓔ He likes the attention he receives.

5. How does Mrs. Klein correct Takehito's and Brent's behavior in class?

Ⓐ She glares at them until they stop what they are doing.
Ⓑ She makes them stay after class and talks to them.
Ⓒ She talks to their parents about their behavior.
Ⓓ She says something unexpected to them in class.

6. Which four events are important enough to be included in a summary of this story?

Ⓐ Brent interrupts Mrs. Klein and says something rude about Takehito's talent.
Ⓑ The train continues to get farther away from Takehito, and he thinks he will not be able to catch it.
Ⓒ Takehito daydreams of riding a horse and lassoing a train during class.
Ⓓ Takehito finally gets the lasso onto one of the spires on the train.
Ⓔ Mrs. Klein tells Takehito not to be "sick" during the talent show because she sees it as a way for him to make friends.
Ⓕ He is awakened by his teacher, Mrs. Klein, asking him what he will do for the talent show.

9. On the basis of the details in the story, is Mrs. Klein a caring or cruel teacher? Include two quotations from the passage that support your answer.

Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the *Generic Questions about Reading* pages.

Math Day 5

Maintaining SC Ready Math Skills

1

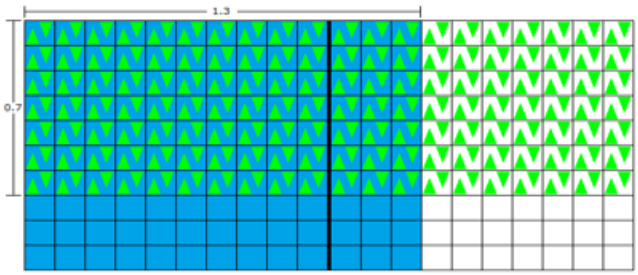
Directions: Solve each problem and show all work.

Algebraic Thinking and Operations

1. Solve the following expression: $14 + 16 - (25 \times 3)$

Number Sense and Base Ten

2. The product of 1.3 and 0.7 is shown on the grid below.



Based on the grid, what is the product of 1.3 and 0.7?

A. 2.1

B. 0.21

C. 9.1

D. 0.91

Geometry

3. What are quadrilaterals? Give 3 examples.

Measurement and Data Analysis

4. John is 6 feet 7 inches tall. How many inches is this? Explain

Number Sense and Operations – Fractions

5. On a hot day, Elizabeth poured $\frac{2}{5}$ of a bucket of water into a plastic pool. A few minutes later she added another $\frac{1}{10}$ of a bucket. How much water did Elizabeth pour into the pool?

Day 6

ELA	Math
I can:	
✓ I can summarize multiple central ideas of a text. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can use a number line and benchmarks to estimate a fraction. ✓ I can use mental math and benchmarks to estimate a fraction. ✓ I can use benchmarks to estimate sums and differences.
Assignment Checklists:	
❑ Read the passage and answer the questions. ❑ Read for 30 minutes and write a response.	❑ Complete Day 6: Problem of the Day. ❑ Complete Day 6: Apply & Practice – Estimate Sums & Differences of Fractions. ❑ Complete Day 6: Fact Fluency – 12 Inch Nose.

Slavery, Civil War & Reconstruction - Reconstruction

by ReadWorks

engraving titled "Freedman Voting in New Orleans," 1867

After the Civil War, the South was crippled. Many men had died. Many farms were destroyed. Slavery no longer ran southern plantations. Once the South surrendered, the states were treated as part of the Union again. They were punished, but they also had to be rebuilt. Reconstruction is the time period after the Civil War. During this time, the Southern way of life changed.

At first, President Lincoln was going to be in charge of Southern Reconstruction. His plan was to welcome the Southern states back into the Union. He did not want them to become bitter. Then, on April 14, 1865, Lincoln was shot. He was at a theater watching a play when John Wilkes Booth jumped on stage and killed him. The North went into mourning.

After Lincoln died, the U.S. Congress took over Reconstruction. Congress was not as lenient as Lincoln. Many Southerners did become bitter about the changes happening at their homes. They nicknamed Southerners who cooperated with Reconstruction as "scalawags" out of disdain. Many Northerners also went to the South to take part in Reconstruction. Some of the men were greedy but others really did want to help build a new, free South. The

Southerners weren't friendly to these men either. Southerners nicknamed them "carpetbaggers" because they often carried suitcases that had just been made from pieces of carpet.

During Reconstruction, three amendments were added to the Constitution. Southern states had to agree to these amendments to be part of the United States again. The 13 Amendment ended slavery. The 14 Amendment said that everyone born in the U.S. is a full citizen, including former slaves and other black people. This meant that the rights in the Constitution would no longer only apply to white people. This amendment also said that the federal government - not just each state's government - would protect those rights. The 15 Amendment allowed black men to vote.

Now that you've read the text, determine an appropriate heading for paragraphs 2, 3, and 4. Be sure your heading relates to the central idea of each section.

Name: _____ **Date:** _____

1. What is the main idea of the 4th paragraph?

A. The 15th amendment allowed black men to vote.

B. The 14th amendment gave black people all the rights that white people had.

C. Three amendments were added to the Constitution.

D. The 13th amendment ended slavery.

2. In this passage, which of these events happened first?

A. Three amendments were added to the Constitution.

B. President Lincoln was going to be in charge of Southern Reconstruction.

C. John Wilkes Booth jumped on stage and killed President Lincoln.

D. Carpetbaggers from the North traveled to the South to help in Reconstruction.

3. In the second paragraph, the pronoun *his* in the sentence "His plan was to welcome the southern states back into the Union" refers to

A. President Lincoln.

B. Congress.

C. John Wilkes Booth.

D. a northern Carpetbagger.

4. In the passage it says that after President Lincoln was shot "the North went into mourning." What do you think **mourning** means?

A. It means to have a celebration.

B. It means to feel sad.

C. It means to spend time with family.

D. It means to get angry and fight.

5. The passage "Reconstruction" is mostly about

A. the time period after the Civil War in the South

B. building weapons during the Civil War

C. how buildings were built in the South

D. how plantations in the South were different after the war

Latin Suffix Scavenger Hunt

Reread the article, " Slavery, Civil War, and Reconstruction- Reconstruction. Look for words with the Latin suffix -ment and write down the word. Next using your knowledge of the meaning of –ment, define the words.

Happy Searching!!!

Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

_____

_____

_____

_____

_____

_____

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_____

_____

Math Day 6

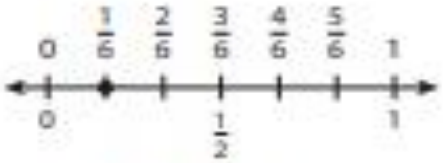
Think and Grow: Estimate Sums and Differences

You have used the benchmarks $\frac{1}{2}$ and 1 to compare fractions. You can use the benchmarks 0, $\frac{1}{2}$, and 1 to estimate sums and differences of fractions.

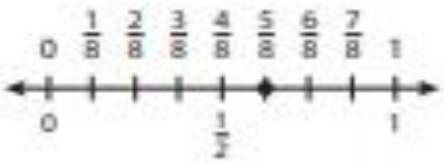
Example Estimate $\frac{1}{6} + \frac{5}{8}$.

Step 1: Use a number line to estimate each fraction.

$\frac{1}{6}$ is between 0 and $\frac{1}{2}$, but is closer to _____.



$\frac{5}{8}$ is between $\frac{1}{2}$ and 1, but is closer to _____.



Step 2: Estimate the sum.

An estimate of $\frac{1}{6} + \frac{5}{8}$ is _____ + _____ = _____.

Example Estimate $\frac{9}{10} - \frac{2}{5}$.

Step 1: Use mental math to estimate each fraction.

$\frac{9}{10}$ is about _____. Think: The numerator is about the same as the denominator.

$\frac{2}{5}$ is about _____. Think: The numerator is about half of the denominator.

Compare the numerators to the denominators.

Step 2: Estimate the difference.

An estimate of $\frac{9}{10} - \frac{2}{5}$ is _____ − _____ = _____.

Show and Grow *I can do it!*

Estimate the sum or difference.

1. $\frac{1}{3} + \frac{11}{12}$

2. $\frac{3}{5} + \frac{5}{6}$

3. $\frac{15}{16} - \frac{7}{8}$

Day 6: Apply & Practice

Name _____

Apply and Grow: Practice

Estimate the sum or difference.

4. $\frac{1}{6} + \frac{3}{5}$

5. $\frac{4}{5} - \frac{5}{12}$

6. $\frac{13}{16} + \frac{5}{6}$

7. $\frac{3}{6} - \frac{1}{8}$

8. $\frac{1}{14} + \frac{98}{100}$

9. $\frac{11}{12} - \frac{1}{8}$

10. You walk $\frac{1}{10}$ mile to your friend's house and then you both walk $\frac{2}{5}$ mile. Estimate how much farther you walk with your friend than you walk alone.

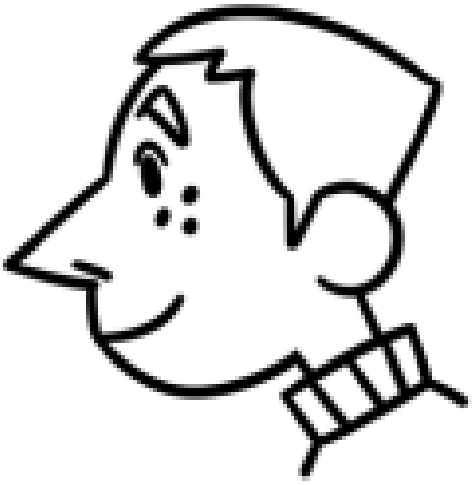
11. A carpenter has two wooden boards. One board is $\frac{3}{4}$ foot long and the other board is $\frac{1}{6}$ foot long. To determine whether the total length of the boards is 1 foot, should the carpenter use an estimate, or is an exact answer required? Explain.

12. MP **Number Sense** A fraction has a numerator of 1 and a denominator greater than 4. Is the fraction closer to 0, $\frac{1}{2}$, or 1? Explain.

Name: _____

The 12 inch nose!

Find the products. Then, solve the riddle by matching the letters to the blank lines below.



I 113 x 23	T 333 x 44	O 903 x 68	O 501 x 34	
O 962 x 48	L 868 x 78	T 421 x 35	N 202 x 96	
T 826 x 34	H 613 x 39	D 133 x 84	F 778 x 30	E 116 x 32
B 388 x 27	W 868 x 73	E 967 x 24	A 547 x 27	U 912 x 44

Why can't a nose be 12 inches long?

14,652	23,907	23,208	19,392		2,599	28,084			
63,364	17,034	40,128	67,704	11,172		10,476	3,712		14,769
23,340	46,176	61,404	14,735						

Day 7

ELA	Math
I can:	
✓ I can use problem and solution text structure to locate information and gain meaning. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can write fractions using a common denominator. ✓ I can add fractions with like denominators. ✓ I can add fractions with unlike denominators.
Assignment Checklists:	
❑ Read the passage and answer the questions. ❑ Read for 30 minutes and write a response.	❑ Complete Day 7: Problem of the Day. ❑ Complete Day 7: Apply & Practice – Add Fractions with Unlike Denominators. ❑ Complete Day 7: Fact Fluency – Multiplication Fact Jumble.

Name _____

Votes for Women!

When the United States formed, only white males who owned property could vote. In 1848, a group of women gathered in Seneca Falls, New York, to discuss women's rights. They decided that having the right to vote was one key goal that would help them gain equality with men. These women came together to protest and hold events promoting their cause.

The Fifteenth Amendment passed in 1870, gave African American men the right to vote. The law, however, did not give women voting rights. In 1872, Susan B. Anthony cast a vote in protest and was arrested. Yet she kept protesting and in 1878 wrote the Women's Suffrage Amendment, introducing it to Congress. Congress did not pass the bill.

Women continued fighting for the right to vote. They marched in Washington, D.C. They wrote letters and articles in local newspapers. By 1913, protests happened more often, despite arrests and other attempts to stop them. In 1917, President Woodrow Wilson announced his support for granting women the right to vote.

The Nineteenth Amendment became law on August 26, 1920. Almost fifty years later women had the right to vote.

Instructions: Identify four problems in the passage and write them in the column on the left. In the column on the right, write their solutions, according to the passage. Then use the information in the graphic organizer to write an essay on the back of this paper that summarizes the passage.

Problem	Solution

Writing about Reading

- Based on the type of text you read, choose one question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

Think and Grow: Add Fractions with Unlike Denominators

You can use equivalent fractions to add fractions that have unlike denominators.

Example Find $\frac{1}{4} + \frac{3}{8}$.

Use equivalent fractions to write the fractions with a common denominator. Then find the sum.

Think: 8 is a multiple of 4, so rewrite $\frac{1}{4}$ with a denominator of 8.

$$\frac{1}{4} + \frac{3}{8} = \frac{\square}{8} + \frac{3}{8}$$

$$= \frac{\square + \square}{8}$$

$$= \frac{\square}{\square}$$

Rewrite $\frac{1}{4}$ as $\frac{1 \times 2}{4 \times 2} = \frac{2}{8}$.

$\frac{1}{4}$ $\frac{3}{8}$ $\frac{5}{8}$

Example Find $\frac{7}{8} + \frac{1}{6}$. Estimate _____

Use equivalent fractions to write the fractions with a common denominator. Then find the sum.

Think: 8 is not a multiple of 6, so rewrite each fraction with a denominator of $8 \times 6 = 48$.

$$\frac{7}{8} + \frac{1}{6} = \frac{\square}{48} + \frac{\square}{48}$$

$$= \frac{\square + \square}{48}$$

$$= \frac{\square}{48}, \text{ or } \frac{\square}{\square}$$

Rewrite $\frac{7}{8}$ as $\frac{7 \times 6}{8 \times 6} = \frac{42}{48}$ and $\frac{1}{6}$ as $\frac{1 \times 8}{6 \times 8} = \frac{8}{48}$.

Reasonable? _____ is close to _____. ✓

Show and Grow I can do it!

Add.

1. $\frac{5}{6} + \frac{2}{3} =$ _____

2. $\frac{1}{5} + \frac{3}{4} =$ _____

3. $\frac{1}{6} + \frac{1}{4} =$ _____

Day 7: Apply & Practice

Name _____

Apply and Grow: Practice

Add.

4. $\frac{5}{8} + \frac{1}{4} =$ _____

5. $\frac{2}{3} + \frac{7}{12} =$ _____

6. $\frac{2}{5} + \frac{10}{15} =$ _____

7. $\frac{1}{6} + \frac{4}{8} =$ _____

8. $\frac{11}{12} + \frac{3}{5} =$ _____

9. $\frac{2}{9} + \frac{4}{3} + \frac{5}{9} =$ _____

10. Your friend buys $\frac{1}{8}$ pound of green lentils and $\frac{3}{4}$ pound of brown lentils. What fraction of a pound of lentils does she buy?

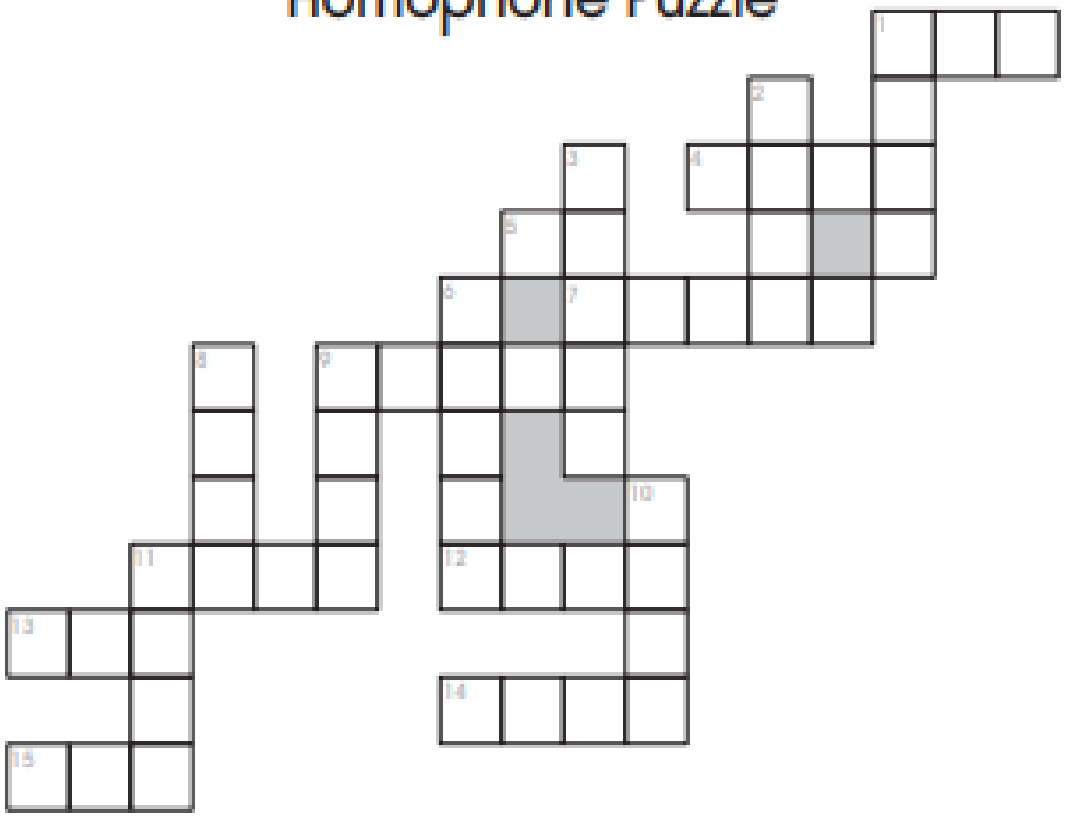
11. MP **Reasoning** Newton and Descartes find $\frac{1}{2} + \frac{1}{6}$. Newton says the sum is $\frac{4}{6}$. Descartes says the sum is $\frac{2}{3}$. Who is correct? Explain.

12. DIG DEEPER! Write two fractions that have a sum of 1 and have different denominators.

Day 8

ELA	Math
I can:	
✓ I can produce homophones. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can add fractional parts and whole number parts of mixed numbers with unlike denominators. ✓ I can use equivalent fractions to add mixed numbers with unlike denominators.
Assignment Checklists:	
❑ Complete word study activity. ❑ Read for 30 minutes and write a response.	❑ Complete Day 8: Problem of the Day. ❑ Complete Day 8: Apply & Practice – Add Mixed Numbers. ❑ Complete Day 8: Fact Fluency – 12s Target Circles.

Homophone Puzzle



ACROSS

1. What is the ___ of 53 and 64?
4. He put a white, canvas _____ on the boat to make it go.
5. I went _____ the baseball game.
7. What _____ you like to eat for lunch?
9. Please _____ your name on the top of the page.
11. After his injury, he was too _____ to lift the furniture.
12. Cinderella is a popular fairy _____.
13. One half of four is _____.
14. We drove down a long and winding _____.
15. The colors of the American flag are _____, white, and blue.

DOWN

1. Everything was half price at the big _____.
2. The dog was wagging his _____ because he was happy.
3. He _____ the boat with two oars yesterday.
6. He didn't miss any questions; he got them all _____.
8. If you can't drink all of it, drink _____.
9. There are seven days in a _____.
10. The teacher _____ the book to the whole class.
11. He chopped _____ for the fire.

HOMOPHONE WORD BANK

sale	read	wood	two
road	sail	red	sum
week	some	rowed	write
tail	to	tale	weak
would	right		

Writing about Reading

- Based on the type of text you read, choose one question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

Think and Grow: Add Mixed Numbers

Key Idea A **proper fraction** is a fraction less than 1. An **improper fraction** is a fraction greater than 1. A mixed number represents the sum of a whole number and a proper fraction. You can use equivalent fractions to add mixed numbers.

Example Find $1\frac{1}{2} + 2\frac{5}{6}$.

One Way: Add the fractional parts and add the whole number parts.

To add the fractional parts, use a common denominator.

$$1\frac{1}{2} \rightarrow 1\frac{\square}{6}$$
$$+\ 2\frac{5}{6} \qquad +\ 2\frac{5}{6}$$
$$3\frac{8}{6}, \text{ or } \square\frac{\square}{\square}$$

Another Way: Write the mixed numbers as improper fractions with a common denominator, then add.

$$1\frac{1}{2} = 1 + \frac{1}{2} = \frac{2}{2} + \frac{1}{2} = \frac{3}{2} = \frac{\square}{6}$$

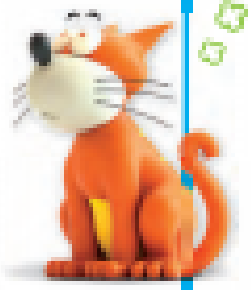
$$2\frac{5}{6} = 2 + \frac{5}{6} = \frac{12}{6} + \frac{5}{6} = \frac{17}{6}$$

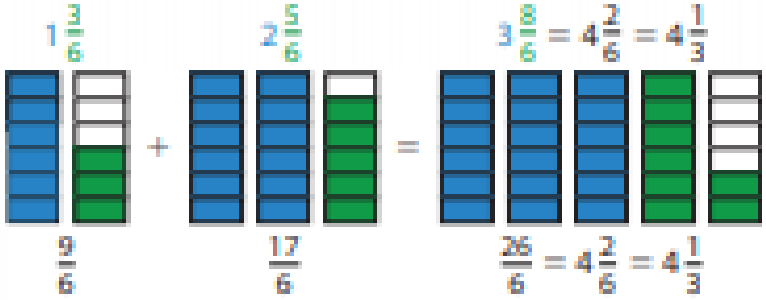
$$\frac{9}{6} + \frac{17}{6} = \frac{\square}{\square}, \text{ or } \square\frac{\square}{\square}$$

$3\frac{8}{6} = 3 + 1\frac{2}{6}$

$\frac{26}{6} = \frac{24}{6} + \frac{2}{6}$

So, $1\frac{1}{2} + 2\frac{5}{6} = \square\frac{\square}{\square}$.





Show and Grow *I can do it!*

Add.

1. $2\frac{2}{3} + 2\frac{1}{6} =$ _____

2. $1\frac{5}{12} + 3\frac{3}{4} =$ _____

Day 8: Apply & Practice

Name _____

Apply and Grow: Practice

Add.

3. $5\frac{4}{9} + 1\frac{2}{3} =$ _____

4. $3\frac{1}{2} + \frac{5}{12} =$ _____

5. $4\frac{5}{6} + 3\frac{5}{12} =$ _____

6. $\frac{4}{5} + 8\frac{7}{20} =$ _____

7. $2\frac{1}{3} + \frac{1}{6} + 3\frac{2}{3} =$ _____

8. $5\frac{1}{2} + 4\frac{3}{4} + 6\frac{5}{8} =$ _____

9. Your science class makes magic milk using $1\frac{1}{8}$ cups of watercolor paint and $1\frac{3}{4}$ cups of milk. How many cups of magic milk does your class make?

10. MP **Structure** Find $2\frac{3}{10} + 4\frac{2}{5}$ two different ways.

11. **DIG DEEPER!** Find the missing numbers.

$$2\frac{3}{4} + \square\frac{\square}{8} = 4\frac{3}{8}$$

Day 8: Fact Fluency

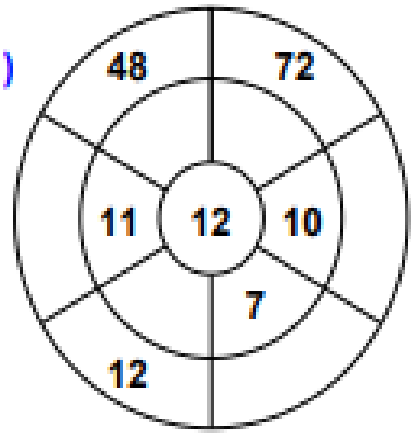
Name : _____ Score : _____

Teacher : _____ Date : _____

12 Times Table - Target Circles

Complete the circle by multiplying the number in the center by the middle ring to get the outer numbers.

1)



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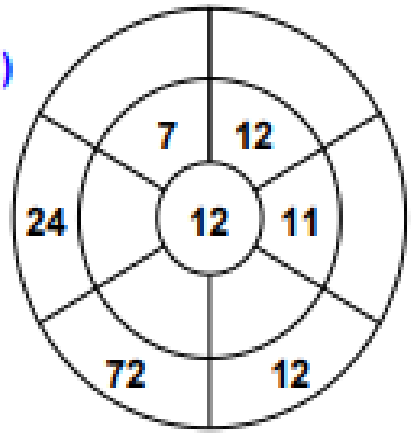

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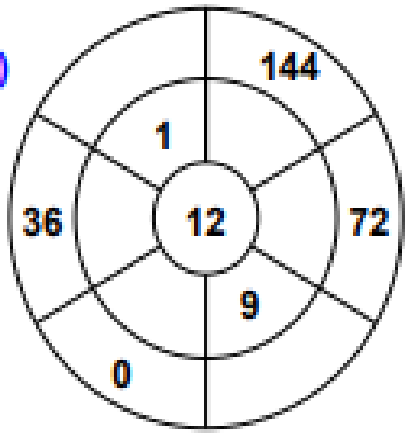
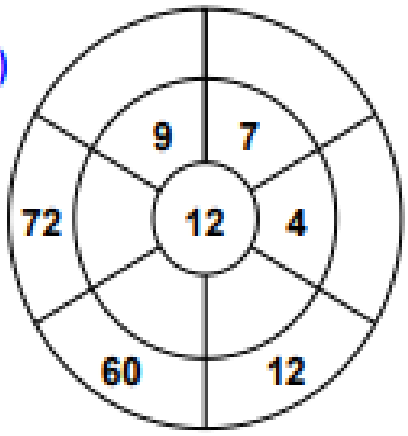
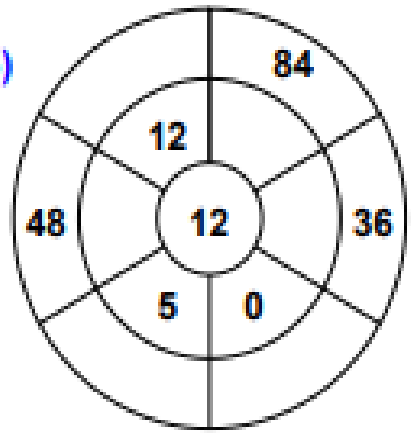


4)



5)



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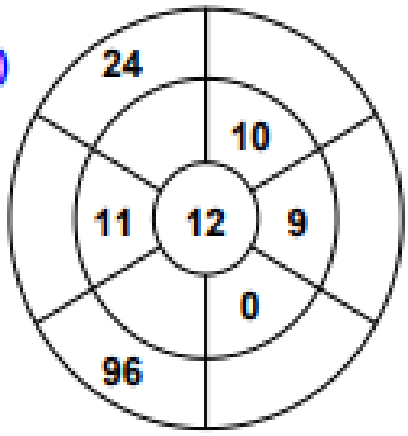

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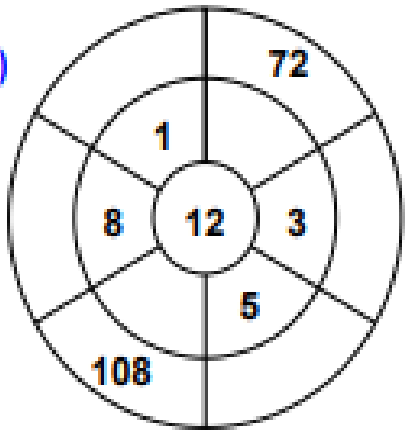

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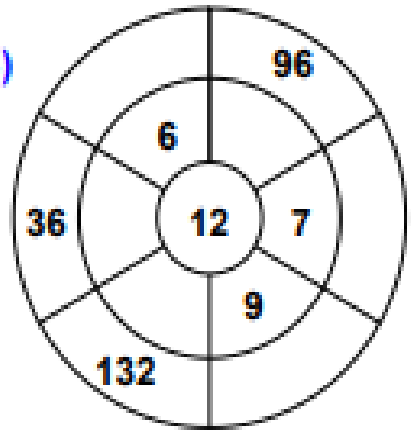

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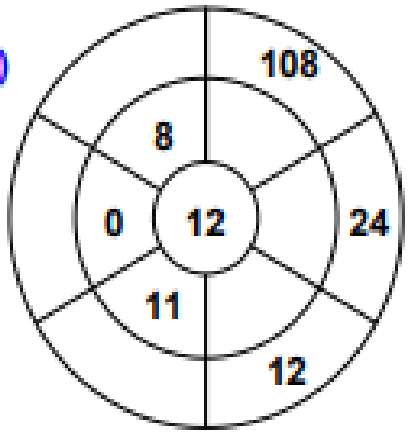


Day 9

ELA	Math
I can:	
✓ I can use the compare and contrast text structure to locate information and gain meaning. ✓ I can use the knowledge of roots to create words. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can subtract fractional parts and whole number parts of mixed numbers with unlike denominators. ✓ I can use equivalent fractions to subtract mixed numbers with unlike denominators.
Assignment Checklists:	
❑ Read the passage and answer the questions. ❑ Complete word study activity. ❑ Read for 30 minutes and write a response.	❑ Complete Day 9: Problem of the Day. ❑ Complete Day 9: Add & Subtract Fractions Task – Stuffed with Pizza.

Name _____

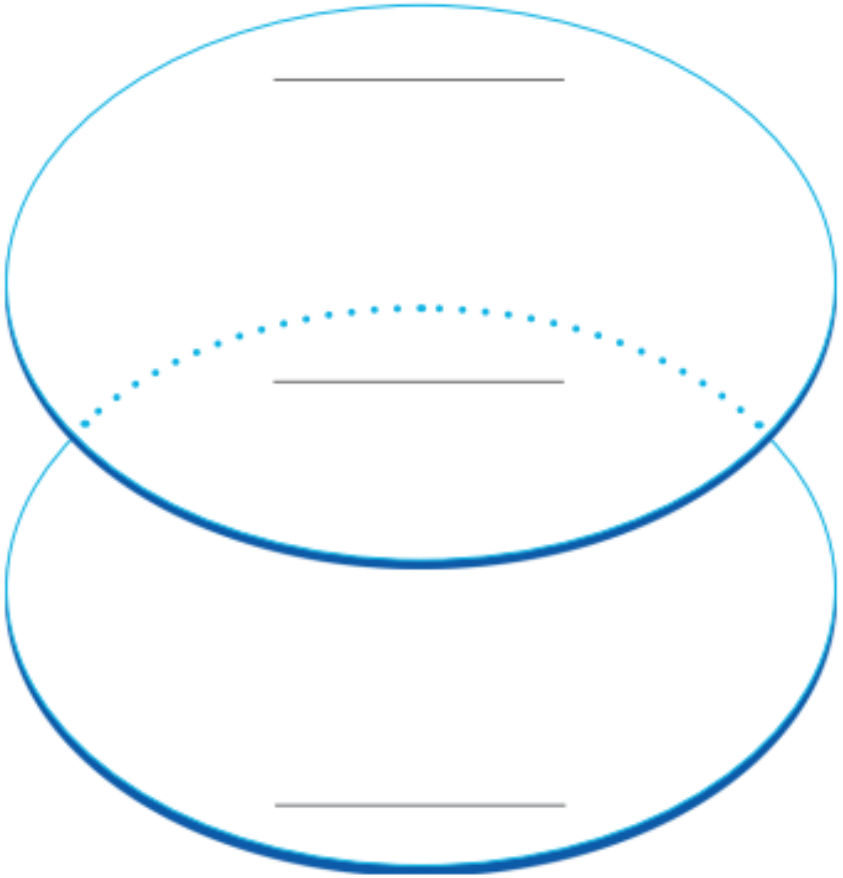
Which Will Be the Energy of the Future?

Clean energy does not pollute the environment. Solar power and nuclear power are two types of clean energy. Each is used to create a greater share of the world's electricity. They are also fairly safe methods for creating electricity. However, these sources also have some drawbacks.

Solar power is a renewable energy. That means it doesn't run out and produces zero pollution. Solar panels collect and turn sunlight into electricity without releasing harmful carbon dioxide. However, solar power is also more expensive compared to other energy sources. Solar power only works during the day when the sun is out. A nuclear power plant can work continually for twenty-four hours each day.

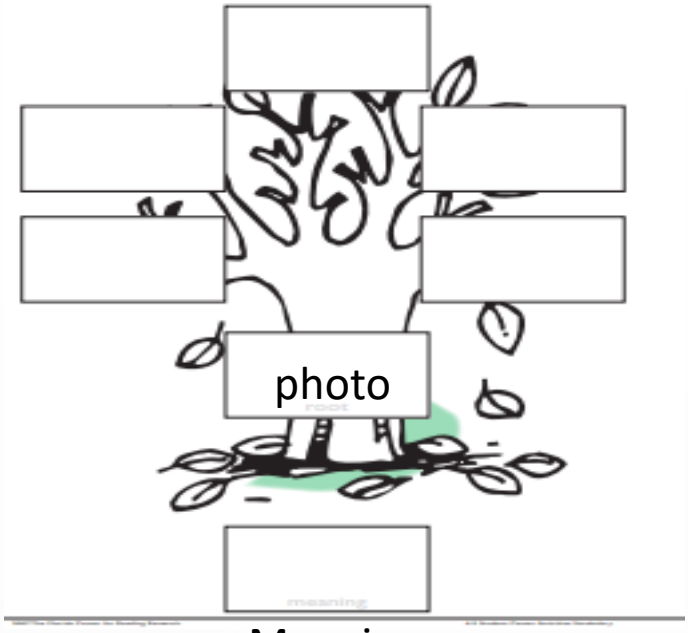
Nuclear power plants can produce a lot of electricity at a low cost. They also produce very little carbon dioxide. Currently, nuclear power plants produce more electricity than all other renewable sources of energy. However, these plants create a waste product called "rods." Rods release dangerous radiation. They must be buried 2,000 feet below ground. They can release radiation for 250,000 years, making the area around a nuclear power plant unsafe.

Instructions: Using details from the passage, complete the graphic organizer with facts about solar and nuclear energy. Be sure to put anything they have in common in the space where the circles overlap. Then, write an essay on the back of this paper that explains the similarities and differences between the two sources of energy. Include a paragraph on which source you think is better and why.



Root Tree

Use the root (photo) to complete the root tree. Define the root and then place words with the root in the tree.



Meaning

Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

_____

_____

_____

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_____

_____

_____

_____

_____

_____

_____

Add & Subtract Fractions Task

Math Day 9

Name._____

Stuffed with Pizza

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

Day 10

ELA	Math
I can:	
▯ I can read and respond according to task and purpose to become self-directed, critical readers and thinkers. ▯ I can read independently for sustained periods of time to build stamina.	✓ I can review math skills and concepts.
Assignment Checklists:	
❑ Complete ReadyTest. ❑ Read for 30 minutes and write a response. ❑ Work on Lexia, if internet is available.	❑ Complete Maintaining Math. ❑ Complete Day 10: Problem of the Day. ❑ Finish any incomplete work. ❑ Work on Dreambox, if internet is available.

Today you will read the following passage. Read this passage carefully to gather information to answer questions and write an essay.

Excerpt from *Rosalind Franklin's Beautiful Twist* by Monica Friedman

The Beautiful Twist

❶ Have you ever seen this elegant shape? It's a double helix, and even if you don't recognize it, it's an important part of you. The double helix is the shape of DNA, which is like a blueprint contained within the cells of every living thing. It's a plan for how to build you! DNA in the cells of your cat or dog contains the precise instructions for building your pet. DNA from one cell of an apple tree holds all the information required to create the entire apple tree.

DNA helix art

❷ DNA is short for "deoxyribonucleic acid." Even though it has a long name, DNA is so tiny that you can't get a clear look at it with an ordinary microscope. Scientists didn't even realize that this molecule existed until 1869. Then they understood that it was important and complex, but they couldn't understand how its atoms were arranged. So how did we learn about the double helix? Doing so involved many people, a lot of work, and most of all, the determination of one brilliant woman.

Rosalind Franklin

❸ In 1920, Rosalind Elsie Franklin was born in England. Even as a little girl, she was remarkably smart—to the point that some people were a little scared of her. At six years of age, she enjoyed doing math problems for fun, and she always got them right. In England in the 1920s, many people thought it was a waste of time for girls to study math rather than just getting married and having babies.

❹ One thing she never put up with was listening to people when she knew they were wrong. Although she loved her father, she thought he was old-fashioned and too conservative. When she felt he was wrong, she didn't hesitate to express her opinion. Sometimes they fought, but mostly they debated, discussing their disagreements without getting angry.

A Life in Science

❺ At the age of twelve, Rosalind decided to become a scientist. Her father didn't approve of her decision, but by the time she was old enough for college, he knew better than to argue the point with her. Rosalind always accomplished what she committed to do, and in 1938, she attended Cambridge University in England. She even won a scholarship because she earned the highest score on the chemistry exam.

❻ At Cambridge, women had to cope with gender discrimination. For every nine men admitted to the university, only one woman was allowed to enroll. There was a double standard: women were required to obey different rules than men about where they could go and what they could do. Although she had to put up with unequal treatment, Rosalind was thrilled to study chemistry, physics, and math. She became an expert in X-ray crystallography, a way of using X-rays to examine molecules.

1. Why does the text compare DNA to a blueprint?

Ⓐ because both are blue in color
Ⓑ because DNA is like a plan for how to create living things
Ⓒ because a blueprint contains drawings, words, and labels
Ⓓ because both can be easily understood by looking at them

2. **Part A**

DNA is a type of **molecule**. Which of the following characteristics best describes a molecule?

Ⓐ small
Ⓑ simple
Ⓒ unequal
Ⓓ old-fashioned

Part B

Which evidence from the text best supports the correct answer to Part A?

Ⓐ DNA is short for "deoxyribonucleic acid."
Ⓑ DNA is so tiny that you can't get a clear look at it with an ordinary microscope.
Ⓒ Then they understood that it was important and complex.
Ⓓ They couldn't understand how its atoms were arranged.

3. **Part A**

Which two statements best describe the main ideas in *Rosalind Franklin's Beautiful Twist?*

Ⓐ Rosalind Franklin faced gender discrimination.
Ⓑ Rosalind Franklin liked to debate her father.
Ⓒ Rosalind Franklin was a brilliant and determined person.
Ⓓ People thought Rosalind Franklin was an unusual child.

Part B

Which four key details (two for each main idea) support the correct main ideas from Part A?

Ⓐ DNA stands for deoxyribonucleic acid.
Ⓑ Rosalind had to obey different rules than men did at Cambridge.
Ⓒ Rosalind's father was very conservative.
Ⓓ Rosalind achieved her childhood goal of becoming a scientist.
Ⓔ Many people at the time thought women belonged in the home and not in school.
Ⓕ Rosalind played an important role is discovering the double-helix structure of DNA.

4. **Part A**

Which statement describes Rosalind's relationship with her father?

Ⓐ Rosalind was afraid to speak her mind to her father.
Ⓑ Rosalind frequently yelled and became angry with her father.
Ⓒ Rosalind respectfully disagreed with many of her father's ideas.
Ⓓ Rosalind pursued a degree in science in order to make her father proud.

Part B

The author describes Rosalind's relationship with her father in order to show that _____.

Ⓐ Rosalind thought her father did not love her.
Ⓑ Rosalind thought her father was not very smart.
Ⓒ Rosalind thought her father did not support science.
Ⓓ Rosalind thought her father's ideas were old-fashioned.

5. Reread paragraphs 5 and 6.

Which two details best support the idea that Rosalind was highly intelligent?

Ⓐ She even won a scholarship because she earned the highest score on the chemistry exam.
Ⓑ At Cambridge, women had to cope with gender discrimination.
Ⓒ There was a double standard: women were required to obey different rules than men about where they could go and what they could do.
Ⓓ She became an expert in X-ray crystallography, a way of using X-rays to examine molecules.

6. What inference can readers make about the connection between Rosalind's work with X-rays and the illustration of a DNA molecule at the beginning of the passage?

Ⓐ Her X-rays showed that DNA has a beautiful and interesting shape.
Ⓑ Her X-rays revealed the double-helix structure of DNA for the first time.
Ⓒ The X-rays confirmed what people suspected about the structure of DNA.
Ⓓ Her X-rays caused DNA molecules to rearrange themselves into a double-helix pattern.

7. Identify two reasons why Rosalind became a successful scientist. Use details from the passage to help support which personal characteristics or behaviors contributed most to her success.

Writing about Reading

- Based on the type of text you read, choose one question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

Math Day 10

Maintaining SC Ready Math Skills

2

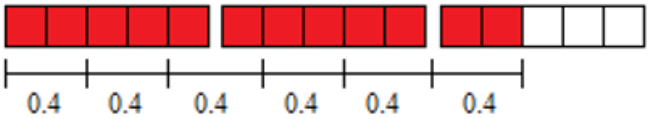
Directions: Solve each problem and show all work.

Algebraic Thinking and Operations

1. Solve the following expression: **22 - (4 + 4) - 4 ÷ 2**

Number Sense and Base Ten

2. The model represents the quotient of two decimals. Which expression does this model represent?



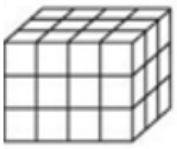
A. 2.4÷ 0.4 **B.** 0.4 ÷ 6.0 **C.** 6.0 ÷ 0.4 **D.** 0.4 ÷ 2.4

Geometry

3. Give 3 properties of all quadrilaterals.

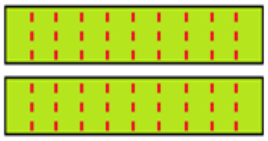
Measurement and Data Analysis

4. What is the volume of the shape below? _____



Number Sense and Operations – Fractions

5. The model below represents the quotient of two numbers. Each strip represents one whole.



Which expression does this model represent? Explain.

A. $2 \div \frac{1}{9}$ **B.** $\frac{1}{10} \div 2$ **C.** $3 \div \frac{1}{9}$ **D.** $2 \div \frac{1}{10}$

Day 11

ELA	Math
I can:	
✓ I can use the descriptive structure to locate information and gain meaning from texts. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can understand the connection between fractions and division. ✓ I can interpret fractions as a division problem with the numerator divided by the denominator. ✓ I can solve real-world problems using visual fraction models and equations.
Assignment Checklists:	
❑ Read the passage and answer the questions. ❑ Read for 30 minutes and write a response.	❑ Complete Day 11: Problem of the Day. ❑ Complete Day 11: Apply & Practice – Divide Whole Numbers. ❑ Complete Day 11: Fact Fluency – Long Division.

Since mosquitoes lay their eggs in and near standing water, it's a good idea not to leave water in bowls or buckets outside.

Photo credits: Page 1: © CDC/BSIP/BSIP/SuperStock; background: © Terriana/iStock/Thinkstock

Zika Outbreak

Zika, a virus carried by mosquitoes, is spreading around the world.

Usually, the virus is not serious and only lasts a few days. Once people get Zika, they won't get it again.

However, Zika is a huge problem for unborn children. Babies whose mothers had Zika have been born with small skulls and brains that haven't developed completely.

Do You Know?

The best way to avoid getting Zika is not to get bitten by a mosquito in the first place! When you go outside, use bug spray and wear a long-sleeved shirt and pants.

Zika was first found in monkeys in Uganda in 1947. It spread to people soon after. The first large outbreak of Zika was on the island of Yap, in the Pacific Ocean, in 2007. In 2015 and 2016, an outbreak began in Brazil and spread to parts of North America, Central and South America, the Caribbean Islands, and the Pacific Islands. By 2018, risk of infection had spread to parts of Africa and Asia.

Zika is the biggest concern in Brazil, where more than four thousand babies with small skulls have been born to mothers with Zika.

In 2016, the World Health Organization (WHO) called the Zika outbreak a Public Health Emergency. WHO no longer calls Zika an emergency. However, travel alerts still warn pregnant women not to go to places with high numbers of Zika cases. They also warn those who want to become pregnant to avoid these areas.

Doctors can do tests to see if a person has Zika. A vaccine hasn't yet been made to stop a person from getting Zika, but scientists are working hard to make one.

Zika Around the World

Source: Center for Disease Control and Prevention, World Map of Areas with Risk of Zika, March 9, 2018

CLOSE READ PASSAGES

QUESTIONS

Zika Outbreak

Read 1 — Zika Outbreak

1. What is Zika, and how can people become infected with it?

Read 1 — Zika Outbreak

2. How has Zika spread since it was first discovered in 1947?

Read 2 — Zika Outbreak

3. Why does the author include the "Do You Know?" box?

Read 2 — Zika Outbreak

4. What words does the author use to describe the seriousness of the Zika virus?

Read 2 — Zika Outbreak

5. Why do you think the author included the information about the World Health Organization?

Read 3 — Zika Outbreak

6. What can people do to avoid becoming infected with Zika?

Read 3 — Zika Outbreak

7. Does Zika continue to pose a great threat to people across the world? How do you know?

Read 3 — Zika Outbreak

8. Will the creation of an vaccine solve the Zika crisis? Why or why not?

Extension Activity — Zika Outbreak

What is the author's message? Create a poster or advertisement to raise awareness about Zika that includes the author's message.

Close Reading Questions

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Extension Activity

_____

Writing about Reading

- Based on the type of text you read, choose one question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

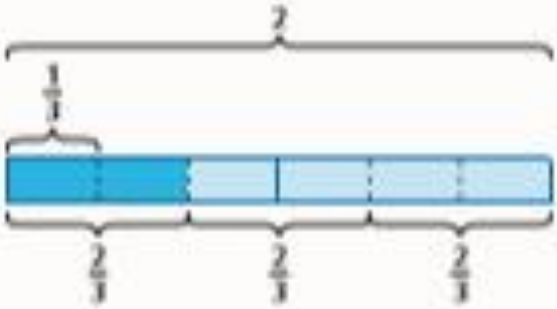
Math Day 11

Think and Grow: Divide Whole Numbers

You can use models to divide whole numbers that have a fraction as the quotient.

Example Find $2 \div 3$.

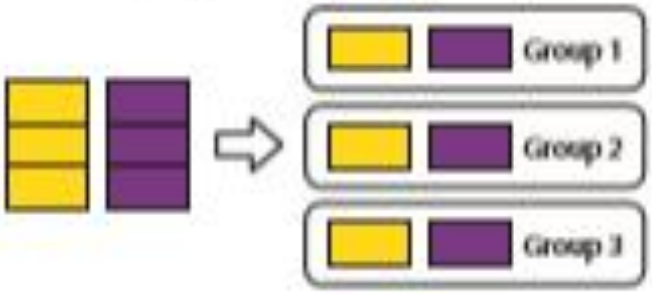
One Way: Use a tape diagram. Show 2 wholes. Divide each whole into 3 equal parts.



When you divide 2 wholes into 3 equal parts, each part is $\square$ of a whole.

So, $2 \div 3 = \square$.

Another Way: Use an area model. Show 2 wholes. Divide each whole into 3 equal parts. Then separate the parts into 3 equal groups.



There are 2 wholes. Each group gets $\square$ of each whole.

So, $2 \div 3 = 2 \times \frac{1}{3} = \square$.

Show and Grow *I can do it!*

Divide. Use a model to help.

1. $2 \div 4 =$ _____

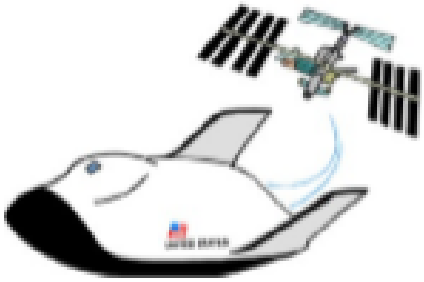
2. $1 \div 3 =$ _____

Day 11: Fact Fluency

Name: _____

Long Division

4-Digit Dividends, 3 and 4-Digit Quotients, Remainders



a. $5\overline{)3,678}$

b. $3\overline{)2,127}$

c. $6\overline{)2,750}$

d. $3\overline{)3,335}$

e. $4\overline{)2,209}$

f. $2\overline{)6,138}$

g. $7\overline{)1,626}$

h. $9\overline{)1,093}$

i. **Astronauts on the space station have 1,320 pounds of food. The next food delivery is five days away. How many pounds of food can the astronauts eat per day?**

Show your work and label your answer.

answer: _____

Day 12

ELA	Math
I can:	
✓ I can interpret and analyze how the author uses words and images to shape the meaning of texts. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can understand the connection between fractions and division. ✓ I can interpret fractions as a division problem with the numerator divided by the denominator. ✓ I can solve real-world problems using visual fraction models and equations.
Assignment Checklists:	
❑ Read the passage and answer the questions. ❑ Read for 30 minutes and write a response.	❑ Complete Day 12: Problem of the Day. ❑ Complete Day 12: Apply & Practice – Divide by Fractions. ❑ Complete Day 12: Fact Fluency – Multiplication.

Shorty and String Bean

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Shorty

Javier is my real name,
but call me Shorty—it's the same.

Don't let that fool you. I'm not tame,
and listen up—I've got mad game.

I may be only five feet tall,
but I can still play basketball.

I was born to play the point,
to shake and bake this hardwood joint.
Don't think that I won't be seen
just because I'm small and lean.

I lead the team with my
assists and rebound
with mad, crazy twists.

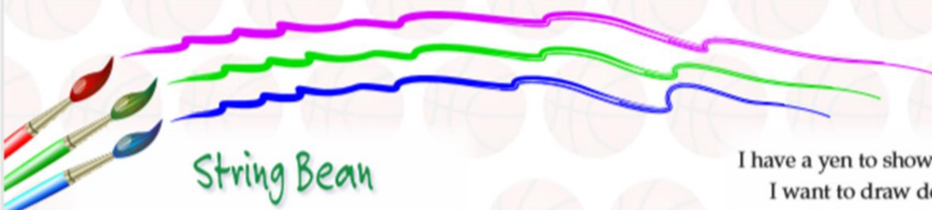
Now no one even cares I'm
short because I'm so good
on the court.

Watch me fly high off the ground
to grab another long rebound.
I am not big, I am not tall,
but I can still play basketball.

I dish and swish around the hoop.
I jump and leap and alley-oop.
You haven't seen a thing at all,
'til Shorty plays some basketball.

I'm never, ever in a funk.
I'm just like Jordan—BAM! Slam-dunk!
If Muggsy did it, so can I.
My hardwood wings will make me fly.

I may be only five feet tall,
but I can still play basketball.



String Bean

Back in the day when I was a shorty,
I'd draw on the sidewalk
with colored chalk.

My brother would pass on his way
to the court— jumping high
where pigeons fly and
slam-dunking the orange prize.

Now I'm older, my reflection
bolder, with shoulders
where tree limbs aspire to be.
I woke up one day
and was six foot three.
Did that really
happen to me?

Give me a canvas and some paint.
Give me a brush, give me a pen.

I have a yen to show you my world.
I want to draw defensive moats—
not defensive plays.
I want to pick paints and palettes—
not pick and roll.

I want solitude and time to think—
not stadiums of masses
and only twenty-four seconds
to make passes.

I have a yen to show you my world,
and not some fantasy
about the one-in-a-million who
get to play for the NBA.

READ PASSAGES **QUESTIONS**

Shorty and String Bean

Read 1 Shorty and String Bean	1. What is the first poem about?
Read 1 Shorty and String Bean	2. What is the second poem about?
Read 1 Shorty and String Bean	3. How are the two poems related?
Read 2 Shorty and String Bean	4. What is the meaning of the word *solitude*, and how does it contrast with stadiums of masses mentioned in the very next line?
Read 2 Shorty and String Bean	5. What imagery does the author use in the poems? How does this enhance the piece?
Read 2 Shorty and String Bean	6. Why do you think the author chose to organize this piece as two poems instead of one?
Read 3 Shorty and String Bean	7. Read the last stanzas of each poem again. What do these lines reveal about the author's point of view on the theme of this passage?
Read 3 Shorty and String Bean	8. Do you think the ideas presented in these poems apply only to basketball?
Extension Activity Shorty and String Bean	Do people sometimes form expectations about a person because of his or her physical attributes? What are the effects of this? Write a poem about yourself in response to this question.

Close Reading Questions

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Extension Activity

_____
_____
_____

Writing about Reading

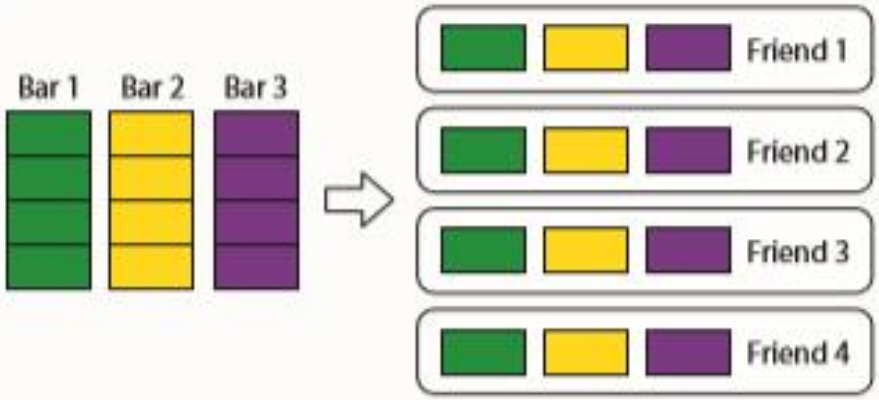
Based on the type of text you read, choose a question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

Think and Grow: Modeling Real Life

Example Three fruit bars are shared equally among 4 friends. What fraction of a fruit bar does each friend get?

Divide 3 by 4 to find what fraction of a fruit bar each friend gets.

Use an area model to find $3 \div 4$. Show 3 whole fruit bars. Divide each fruit bar into 4 equal parts. Then separate the parts into 4 equal groups.



You can interpret a fraction as division of the numerator by the denominator.
$\frac{a}{b} = a \div b$

There are 3 whole fruit bars. Each friend gets $\frac{\square}{\square}$ of each fruit bar.

$3 \div 4 = 3 \times \frac{1}{4} = \frac{\square}{\square}$

So, each friend gets $\frac{\square}{\square}$ of a fruit bar.

Show and Grow *I can think deeper!*

13. Four circular lemon slices are shared equally among 8 glasses of water. What fraction of a lemon slice does each glass get?

14. You cut a 5-foot streamer into 6 pieces of equal size. What is the length of each piece in feet? in inches?

15. **DIG DEEPER!** A fruit drink is made using $\frac{7}{4}$ quarts of orange juice and $\frac{5}{4}$ quarts of pineapple juice. The drink is shared equally among 12 guests. What fraction of a quart does each guest get?

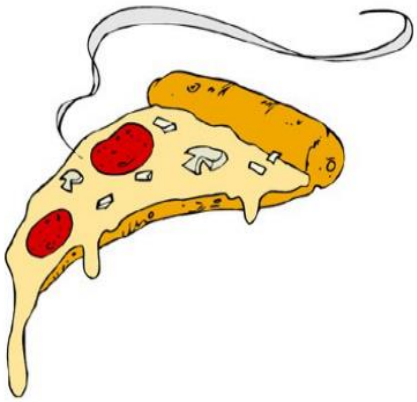
Day 12: Fact Fluency

Name: _____

Multiplication: 4-Digit by 1-Digit

Multiplication

Find the product.



a. 2,761 x 2 = _____

b. 9,184 x 5 = _____

c. 6,574 x 7 = _____

d. 2,358 x 9 = _____

e. 5,876 x 3 = _____

f. 1,490 x 8 = _____

g. 4,726 x 4 = _____

h. 8,345 x 6 = _____

i. 3,298 x 9 = _____

j. 7,542 x 5 = _____

k. A pizza shop uses 7 pieces of pepperoni on a small pizza. How many pieces of pepperoni will they use if they make 1,398 small pizzas?

_____

l. The school is having a pizza party. They have 6,847 kids. Each student will receive 3 slices of pizza. How many slices of pizza does the school need to order so each student can have 3 slices?

_____

Day 13

ELA	Math
I can:	
✓ I can use my knowledge of Latin roots to determine the meanings of unfamiliar words. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can understand the connection between fractions and division. ✓ I can interpret fractions as a division problem with the numerator divided by the denominator. ✓ I can solve real-world problems using visual fraction models and equations.
Assignment Checklists:	
❑ Complete word study activity. ❑ Read for 30 minutes and write a response.	❑ Complete Day 13: Problem of the Day. ❑ Complete Day 13: Apply & Practice – Interpret Fractions as Decimals. ❑ Complete Day 13: Fact Fluency - Multiplication Math Crossword.

Word Study: Latin Roots

The passage contains several words that have Latin roots. Locate words that contain roots **nav-**, **port-**, and **trans-**. What do these words mean in the passage? Write each root and its meaning in the chart. What other words can you generate using these Latin roots? Write each word and a sentence that shows its meaning.

---

root: meaning:	Sentence using the word
word	
word	
word	
root: meaning:	Sentence using the word
word	
word	
word	
root: meaning:	Sentence using the word
word	
word	
word	

Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

Name _____

Interpret Fractions as Division 10.1

Learning Target: Understand how fractions relate to division.

Success Criteria:

- I can use a model to divide two whole numbers that have a fraction as the quotient.
- I can use an equation to divide two whole numbers that have a fraction as the quotient.
- I can interpret a fraction as division.

Explore and Grow

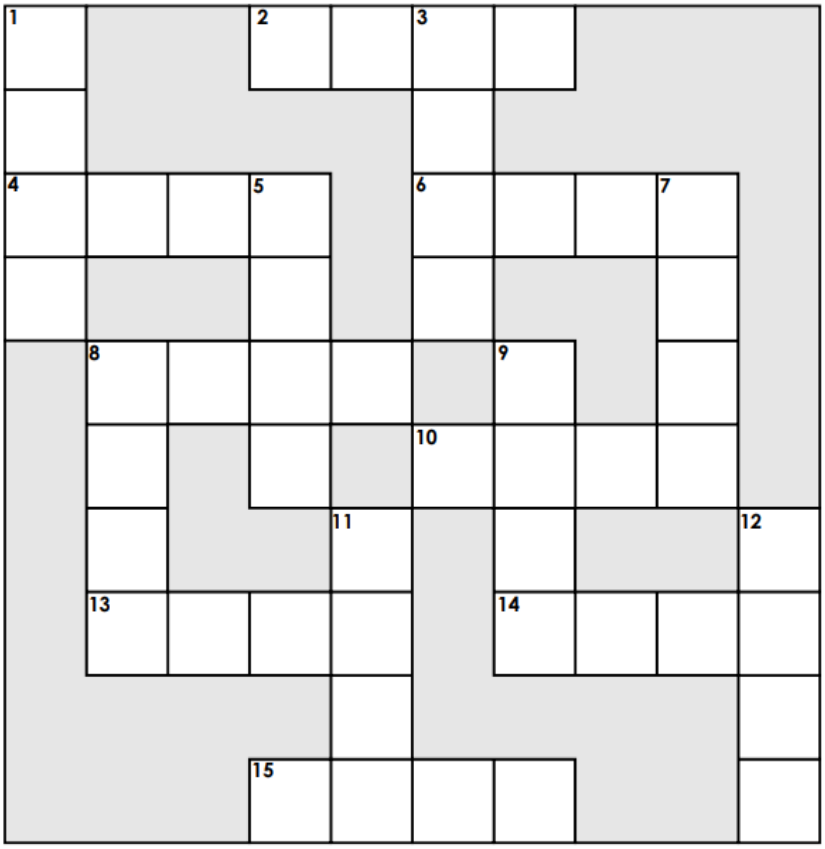
You share 4 sheets of construction paper equally among 8 people. Write a division expression that represents the situation.

What fraction of a sheet of paper does each person get? Use a model to support your answer.

MP **Structure** How can you check your answer using multiplication?

Name: _____

Multiplication Math Crossword



ACROSS

2. 766 x 11

10. 122 x 35

4. 178 x 32

13. 114 x 86

6. 334 x 18

14. 140 x 29

8. 189 x 12

15. 911 x 6

DOWN

1. 317 x 15

8. 223 x 13

3. 145 x 17

9. 143 x 58

5. 289 x 21

11. 337 x 22

7. 259 x 10

12. 221 x 23

Day 14

ELA	Math
I can:	
✓ I can analyze characters' thoughts and feelings in realistic fiction. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can understand the connection between fractions and division. ✓ I can interpret fractions as a division problem with the numerator divided by the denominator. ✓ I can solve real-world problems using visual fraction models and equations.
Assignment Checklists:	
❑ Read the passage and answer the questions. ❑ Read for 30 minutes and write a response.	❑ Complete Day 14: Problem of the Day. ❑ Complete Day 14: Dividing by Fractions Task – Create Your Own Math Story.

Houston Heights

Kaylee sat on the floor of her bedroom with Zoe and Ava, her two best friends. It seemed like just another Friday night sleepover, except the week before, Hurricane Harvey had brought Houston 50 inches (127 cm) of rain and caused the biggest flood in the city's history. Kaylee lived in an area called Houston Heights. She'd always made fun of the name—after all, Houston is one of the flattest cities in the country—but as it turned out, her neighborhood was high enough to escape the flooding.

Zoe's house had flooded—a foot of water on the first floor. Her family was staying at a resort until the house was cleaned and they could move back in.

"This resort has two waterslides *and* a lazy river," Zoe sighed blissfully. "I might never go home again!"

Ava stared at the floor; Kaylee stared at Zoe with raised eyebrows.

Ava's house had flooded, too—eight feet of water, though. Her family *wasn't* going home again. In fact, they were moving out of Houston entirely. They wouldn't know where they were moving to until one of her parents found another job. Until then, her parents were staying at a shelter. Ava was staying with Kaylee.

"What?" said Zoe. "I'm just saying. Anyway," she added, "I think leaving town's a bit extreme. I mean, this *was* a one-hundred-year flood."

What Is a One-Hundred-Year Flood?

The term *hundred-year-flood* refers to a flood so severe that it is likely to happen just once in a hundred years. In math terms, that means it has only a 1 percent chance of occurring in any given year. It does *not* mean that such a flood is guaranteed to happen every hundred years. Several such floods could happen in a hundred-year period, or none could happen. However, if the weather conditions that lead to flooding change over time, the definition of a hundred-year flood could change, too.

"Five hundred," Kaylee said.

"Yeah," said Zoe, "so it's not like we're getting another one anytime soon."

"How do you figure?" Ava asked. "Just because you got a one-hundred-year flood this year doesn't mean you're safe for the next ninety-nine."

"Um, do the math," Zoe said. "Why do you think they call it a one-hundred-year flood?"

Ava peered at her over her glasses. "I think that when three floods in three years qualify, maybe it's time to change the definition."

"How can you have three one-hundred-year floods in three years?" cried Zoe. "By definition, that's impossible!"

"Because what used to be a one-hundred-year flood may not be anymore," Kaylee said.

Zoe snorted. Ava snorted louder.

Zoe arched an eyebrow. "Did you just outsnort me?"

All three girls burst out laughing. The argument was forgotten, but soon the laughter turned to tears. Kaylee looked through hers at her two friends. One was inconvenienced; the other's life was changing forever. Kaylee knew she was luckier than either of them, but she didn't feel lucky: if she had one hundred years or five hundred, she'd never find another friend like Ava.

"I'll miss this," she said, resting her head against Ava's.

"Me, too," Zoe said.

Ava removed her glasses and wiped away her tears. "Me three," she said.

CLOSE READ PASSAGES

QUESTIONS

Houston Heights

Read 1 Houston Heights

1. How did the flood affect each girl's house? What will each family do as a result of the flood?

Read 1 Houston Heights

2. Why does Kaylee say, "I'll miss this"? What will she miss?

Read 2 Houston Heights

3. What clarifying information does the sidebar provide? How does this relate to Ava's statement, "Maybe it's time to change the definition"?

Read 2 Houston Heights

4. Kaylee knew she was luckier than her friends, "but she didn't feel lucky." How can this be?

Read 2 Houston Heights

5. The girls often communicate with one another without speaking. What types of unspoken communication is embedded, and why might the author have chosen to include this element?

Read 3 Houston Heights

6. How do Kaylee and Ava react when Zoe happily describes the resort and states, "I might never go home again"? Why are they reacting in those ways?

Read 3 Houston Heights

7. What do Ava and Kaylee understand that Zoe does not understand? How does this impact Zoe's reaction to the situation?

Read 3 Houston Heights

8. Would you say that each girls' reaction to the situation is justified and reasonable? Why or why not?

Extension Activity Houston Heights

How can personal experience affect one's reaction to a situation? Write an essay responding to this question and connecting it to an example from your own life.

Close Reading Questions

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Extension Activity

_____
_____
_____

Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

Dividing by Fractions Task

Math Day 14

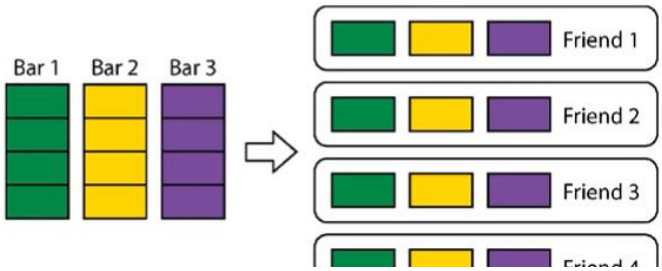
Three fruit bars are shared equally among 4 friends. What fraction of a fruit bar does each friend get?

Divide 3 by 4 to find what fraction of a fruit bar each friend gets.

Use an area model to find $3 \div 4$. Show 3 whole fruit bars. Divide each fruit bar into 4 equal parts. Then separate the parts into 4 equal groups.

You can interpret a fraction as division of the numerator by the denominator.

$$\frac{a}{b} = a \div b$$



There are 3 whole fruit bars. Each friend gets $\frac{3}{4}$ of each fruit bar.

$3 \div 4 = 3 \times \frac{1}{4} = \frac{3}{4}$

So, each friend gets $\frac{3}{4}$ of a fruit bar.

Review the real world example above. Now, create your own math story that involves the division of whole numbers which will result in a fraction. Write the story on the lines below and complete your math drawings in the blank space below the lines.

Day 15

ELA	Math
I can:	
▯ I can read and respond according to task and purpose to become self-directed, critical readers and thinkers. ▯ I can read independently for sustained periods of time to build stamina.	✓ I can review math skills and concepts.
Assignment Checklists:	
❑ Complete ReadyTest. ❑ Read for 30 minutes and write a response. ❑ Work on Lexia, if internet is available.	❑ Complete Maintaining Math. ❑ Complete Day 15: Problem of the Day. ❑ Finish any uncompleted work. ❑ Work on Dreambox, if internet is available.

Today you will read the following passage. Read this passage carefully to gather information to answer questions and write an essay.

Excerpt from *The Gettysburg Address* by Jennifer McStotts

President Lincoln and the Civil War

❶ In 1860, Abraham Lincoln was elected president. In the months that followed, eleven slave states declared their secession from the United States. They no longer wanted to be part of this country. Instead, they formed the Confederate States of America.

❷ Lincoln took office as president in March of 1861. The two sides went to war a month later. Men (and sometimes boys) put on uniforms—Union blue, Confederate gray—and left their jobs, farms, and families to fight. Many thought the "War Between the States" would last only a few weeks or months.

❸ By the time of the Battle of Gettysburg, Lincoln had been president for two years. Confederate General Robert E. Lee had won many Civil War victories and had led troops north into Pennsylvania through Virginia and Maryland. Yet despite Union losses, Lincoln had kept the nation together.

❹ The Union marched more than 93,000 soldiers into Gettysburg, Pennsylvania, and the Confederates more than 71,000. When the fighting stopped three days later, nearly 51,000 soldiers were dead, wounded, or missing. For every ten soldiers who fought in the battle, three were hurt or killed.

❺ The Battle of Gettysburg ended Lee's northward advance; however, the battle brought devastation to both sides as well as the town. Public buildings and even private homes had to be used as hospitals for the wounded. Every farm was a graveyard. Although the war continued for another year and a half, no other Civil War battle killed more men than the Battle of Gettysburg.

The Gettysburg Address

❻ The field at Gettysburg became the first national cemetery. Four months after the Battle of Gettysburg, on November 19, 1863, the Soldiers' National Cemetery was ready to be dedicated. President Lincoln was invited to give "a few appropriate remarks," but he wasn't the main speaker. Instead, one of the most popular speakers of the time, Edward Everett, gave the formal speech—one that lasted two hours.

❼ Days before the event, President Lincoln told a journalist that his speech would be "short, short, short." True to his word, the president spoke for only two minutes. Still, Lincoln gave careful thought to his words on this solemn day. Witnesses describe Lincoln writing on the train to Gettysburg and even the morning of the ceremony. He continued to write until it was time to go to the cemetery.

❽ The Battle of Gettysburg marked a turning point in the war, but even four months later, few people understood this. Confederate leaders saw their loss as a defeat rather than a disaster. Some in the North were sick of the war—they wanted to let the South go, and Lincoln couldn't tell them that victory was just around the corner. He knew it was not.

❾ Lincoln had to find a way to keep the Union strong and in the fight. That day at Gettysburg, he needed more than a good speech—he needed a great speech. Today, the Gettysburg Address is considered one of the most inspiring speeches in American history.

1. Part A

On the basis of paragraph 1, what does the word **secession** mean?

Ⓐ something that happens in a specific order
Ⓑ official separation from a group
Ⓒ a government declaration
Ⓓ Confederate States of America

Part B

Which word or phrase from the passage helps you understand the meaning of **secession**?

Ⓐ the months that followed
Ⓑ declared
Ⓒ no longer wanted to be part of
Ⓓ formed

2. According to the information in this passage, which of the following statements best describes a similarity between Abraham Lincoln and Robert E. Lee?

Ⓐ Both were opposed to war.
Ⓑ Both believed that the Battle of Gettysburg was a turning point.
Ⓒ Both attended the cemetery dedication at Gettysburg.
Ⓓ Both were leaders during the American Civil War.

3. Part A

Which three statements describe the Union?

Ⓐ seceded from the Union in 1860
Ⓑ won the Battle of Gettysburg
Ⓒ led by President Abraham Lincoln
Ⓓ led by General Robert E. Lee
Ⓔ soldiers were men and boys

Part B

Which three statements describe the Confederacy?

Ⓐ seceded from the Union in 1860
Ⓑ won the Battle of Gettysburg
Ⓒ led by President Abraham Lincoln
Ⓓ led by General Robert E. Lee
Ⓔ soldiers were men and boys

4. Briefly explain the two sides of the Civil War that President Abraham Lincoln and General Robert E. Lee represented.

5. Part A

Which two main ideas tell what the passage is mostly about?

Ⓐ At the time, neither side realized how important the Battle of Gettysburg was.

Ⓑ Abraham Lincoln was elected president in 1860.

Ⓒ The Battle of Gettysburg greatly damaged both sides.

Ⓓ Gettysburg was the first national cemetery.

Part B

Which of the following four supporting details (two for each main idea) support the correct main ideas from Part A?

Ⓐ They wanted to let the South go, and Lincoln couldn't tell them that victory was around the corner.

Ⓑ When the fighting stopped three days later, nearly 51,000 soldiers were dead, wounded, or missing.

Ⓒ Confederate leaders saw their loss as a defeat rather than a disaster.

Ⓓ One of the most popular speakers of the time, Edward Everett, gave the formal speech.

Ⓔ Today, the Gettysburg Address is considered one of the most inspiring speeches in American history.

Ⓕ Although the war continued for another year and a half, no other Civil War battle killed more men than the Battle of Gettysburg.

6. On the basis of paragraph 9, what is the definition of the word **address**?

Ⓐ where someone lives

Ⓑ one of the battles in the Civil War

Ⓒ a town in Pennsylvania where President Lincoln gave a speech

Ⓓ a formal speech

7. Part A

What reason does the author give for why the Gettysburg Address was so important?

Ⓐ Lincoln needed more people to agree with his policies.

Ⓑ The Soldiers' National Cemetery needed a dedication.

Ⓒ The Union needed to stay strong and keep fighting.

Ⓓ The Confederates did not believe that their loss was a disaster.

Part B

What two pieces of evidence does the author use to support the correct answer to Part A?

Ⓐ President Lincoln was invited to give "a few appropriate remarks."

Ⓑ Some in the North were sick of the war—they wanted to let the South go.

Ⓒ Witnesses describe Lincoln writing on the train to Gettysburg.

Ⓓ He continued to write until it was time to go to the cemetery.

Ⓔ That day at Gettysburg, he needed more than a good speech—he needed a great speech.

Ⓕ The field at Gettysburg became the first national cemetery.

Math Day 10

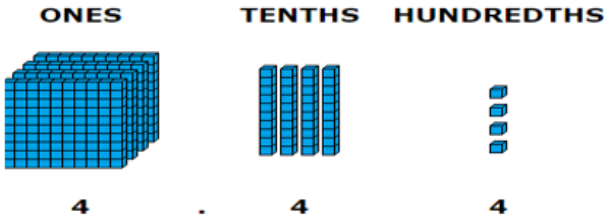
Maintaining SC Ready Math Skills

3

Directions: Write each question and the answer.

Number Sense and Base Ten

1. The model below shows the number 4.44.



Using the model of 4.44, how does the 4 in the tenths place compare to the 4 in the place to its right?

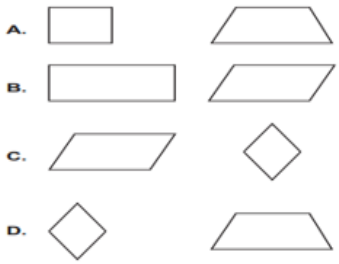
A. The 4 in the tenths place represents $\frac{1}{10}$ of what the 4 to its right represents.
B. The 4 in the tenths place represents 100 times what the 4 to its right represents.
C. The 4 in the tenths place represents 10 times what the 4 to its right represents.

Algebraic Thinking and Operations

2. Solve: **18 - (2 + 6) - 16 ÷ 4**

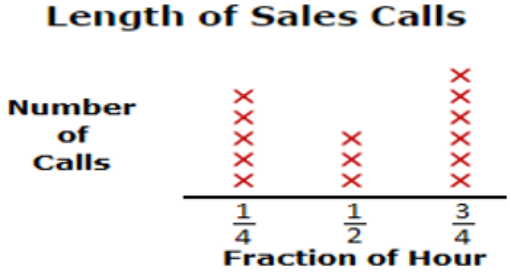
Geometry

3. Which two quadrilaterals have both 2 pairs of parallel sides and 2 acute angles?



Measurement and Data Analysis

4. A telephone sales company tracks the length of calls made by a salesperson. The line plot shows the fraction of an hour one salesperson spent on her calls. How much total time did the salesperson spend on the phone?



Number Sense and Operations-Fractions

5. Of the shirts in Nasir's dresser, $\frac{1}{10}$ are striped, while another $\frac{1}{2}$ are plaid. What fraction of the shirts are either striped or plaid?